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ABSTRACT

This directory of selected early childhood programs sponsored by the Office of Special Education and Rehabilitative Services (OSERS) includes project grants in the following program categories administered by the Office of Special Education Programs: the Division of Innovation and Development (DID), the Division of Personnel Preparation (DPP), and Early Education Program for Children with Disabilities (EEPCD). The EEPCD projects described include demonstration projects, information management projects, inservice training projects, outreach projects, research and experimental projects, research institutes, and the Technical Assistance Center. DID contracts and grants include field-initiated grants, initial career award grant, the Policy Research Institute, research contract, research grants, small grants, state agency/federal evaluation studies grant, and student-initiated grants. The DPP grants fall into the following categories: infant/toddler personnel, leadership, low-incidence disabilities, minority institutions, related services, rural special projects, special educators, special populations, special projects, and state education agencies. An introduction provides an overview of OSERS-sponsored early childhood programs and a discussion of the implications of the Individuals with Disabilities Education Act (IDEA) for federal and state efforts in planning and implementing early childhood special education and related services. The Directory section provides a state-by-state listing of the projects, a list of state personnel administering the Preschool Grants Programs (Part B--Section 619 of IDEA) and the Program for Infants and Toddlers with Disabilities (Part H of IDEA), and a list of chairs of the state Interagency Coordinating Councils. The Project Abstracts section provides a half-page abstract for each project. Project abstracts are organized according to program category and project subcategory and, within subcategory, by state. Abstracts include project title and grant number, director or principal investigator, telephone number, funding period, fiscal agency with city/state location, competition category, and project description. Indexes provide access to the project abstracts by program category and by state. (JDD)

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1991-1992
DIRECTORY
of
Selected
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NEC*TAS
The National Early Childhood
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EC 301197

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1991-1992
DIRECTORY
of
Selected
Early Childhood
Programs

edited by Marcia J. Decker

NEC*TAS is a collaborative system
coordinated by

Frank Porter Graham Child Development Center,
The University of North Carolina at Chapel Hill

with

Department of Special Education, University of Hawaii at Manoa
Federation for Children with Special Needs
Georgetown University Child Development Center/UAP
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The National Early Childhood Technical Assistance System (NEC*TAS) is a collaborative system, coordinated by the Frank Porter Graham Child Development Center at the University of North Carolina at Chapel Hill. The address of the coordinating office is NEC*TAS, CB# 8040, 500 NationsBank Plaza, Chapel Hill, NC 27599-8040. Telephone: (919) 962-2001. FAX: 919-966-7463.

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CONTENTS

Preface and User's Guide v

Introduction xi

Directory of Addresses of Key Personnel and Projects (by state/governing jurisdiction) 1

Project Abstracts (by program category and state/governing jurisdiction) 89

Division of Educational Services (DES):

Early Education Program for Children with Disabilities (EEPCD) 89

Demonstration Projects (Nondirected Demonstration) 89

Information Management Projects (Information Systems) 104

Inservice Training Projects (Inservice Training for Related Services Personnel, Model Inservice Training, Multidisciplinary Training Programs for Child Care Personnel) 108

Outreach Projects (National/Multistate) 126

Research and Experimental Projects (Nondirected Experimental, Research Projects on Early Childhood Program Features) 149

Research Institutes 152

Technical Assistance Center 155

Division of Innovation and Development (DID) 157

Field-Initiated Grants 157

Initial Career Award Grant 165

Policy Research Institute 166

Research Contract 167

Research Grants on General Education, Social Studies, and Language Arts Curricula 168

Small Grants 169

State Agency/Federal Evaluation Studies Grant 173

Student-Initiated Grants 174

Division of Personnel Preparation (DPP) 179

Infant/Toddler Personnel Grants 179

Leadership Grants 210

Low Incidence Grants 225

Minority Institutions Grants 226

Related Services Grants 229

Rural Special Projects Grants 239

Special Educators Grants 243

Special Populations Grants 279

Special Projects Grants 287

State Education Agency Grant 295

Index A: Index to Project Abstracts by Program Category 297

Index B: Index to Project Abstracts by State/Jurisdiction 317

PREFACE AND USER'S GUIDE

Preface

This document, produced for the U.S. Department of Education by the National Early Childhood Technical Assistance System (NEC*TAS), is a directory of selected early childhood programs sponsored by the Office of Special Education and Rehabilitative Services (OSERS). Included are project grants in program categories administered by the Office of Special Education Programs (OSEP): the Division of Innovation and Development (DID), the Division of Personnel Preparation (DPP), and Early Education Program for Children with Disabilities (EEPCD), funded under the Division of Educational Services (DES). The Directory also lists key state personnel who administer the Preschool Grants Program (Part B--Section 619) and the Program for Infants and Toddlers with Disabilities (Part H), as well as chairs of the state Interagency Coordinating Councils (ICCs), under the Individuals with Disabilities Education Act (IDEA), formerly the Education of the Handicapped Act.

The Directory is organized into four sections:

* The **Introduction** provides an overview of OSERS-sponsored early childhood programs and a brief discussion of the implications of IDEA for federal and state efforts in planning and implementing early childhood special education and related services.

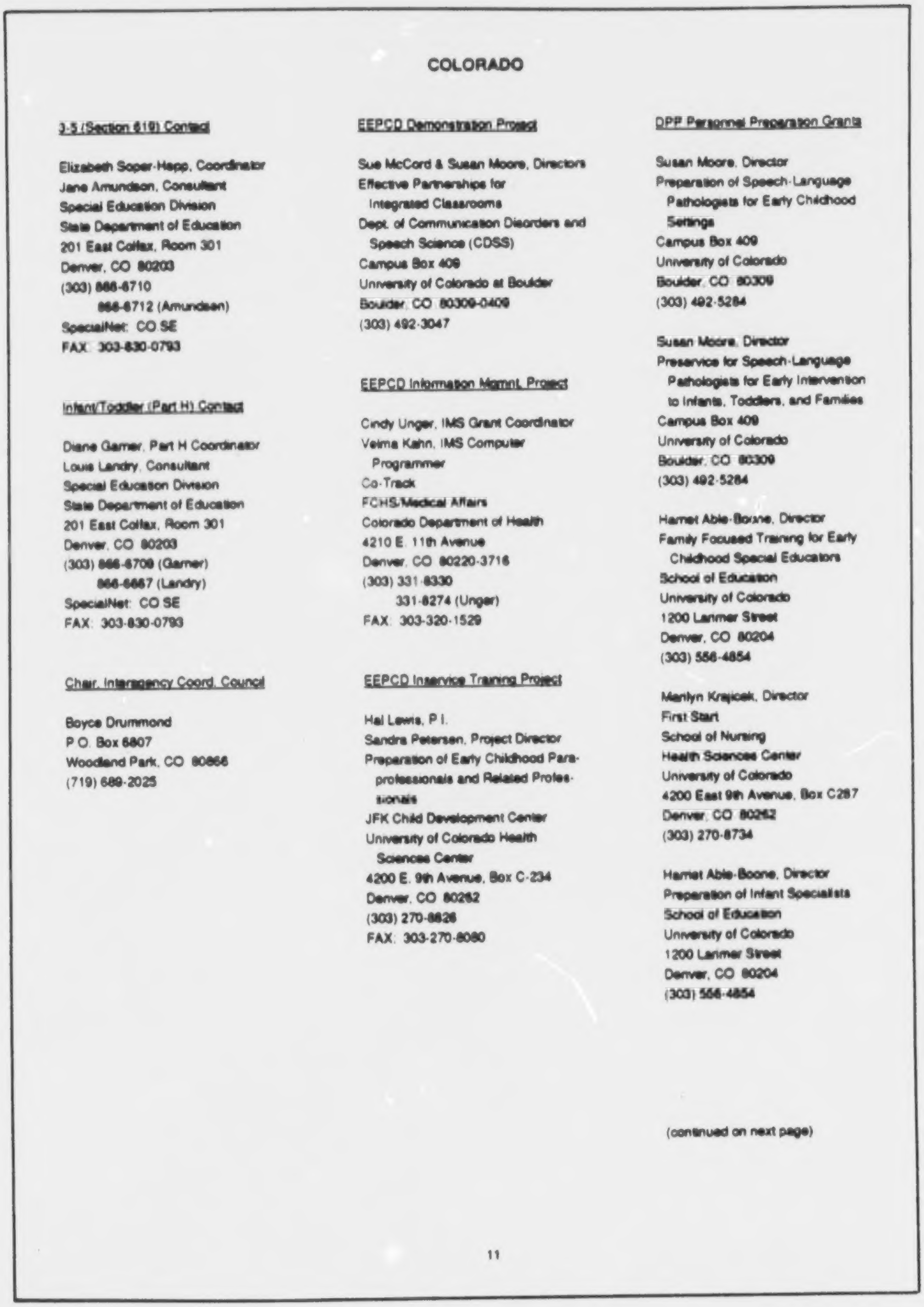
* The **Directory** section provides a state-by-state listing of EEPCD, DID, and DPP projects; state personnel administering Part B--Section 619 and Part H; and state ICC chairs for the 50 states and 10 other jurisdictions (e.g., Guam, Puerto Rico, District of Columbia). These listings include address, telephone number, SpecialNet User Name (where available), and FAX number (where available).

* The **Project Abstracts** section provides half-page abstracts for each of the EEPCD, DID, and DPP projects. Project abstracts are organized according to program category and project subcategory and, within subcategory, by state. Abstracts include project title and grant number, director or principal investigator, telephone number, funding period, fiscal agency with city/state location, competition category, and project description.

* The **Indexes** provide two guides to project abstracts. One index is organized by program category, with respective subcategories; the other is arranged by state.

The information contained in this document represents the best information available at press time. Project abstracts for EEPCD projects were derived from project proposals, direct contact with the project, and, for continuing projects, the previous year's project abstract. Project abstracts for DID and DPP grantees were developed using information provided by OSERS and information provided directly by projects. Contact information for projects has been confirmed by phone and revised as necessary.

Figure 1
Sample Directory Page



COLORADO

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(continued on next page)

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The *1991-92 Directory of Selected Early Childhood Programs* is a contractual publication by NEC*TAS under its five-year agreement with OSEP. The goal of the annual directory is to provide broad-based information on federal and state activities in early childhood and related services under IDEA for use by persons directly or indirectly involved in these efforts. Families may use this document to locate programs that are appropriate for their child's needs. Service providers may find the document useful in networking or collaboration with other professionals. Lawmakers, administrators, and policy makers may use this document as an overview of the national network of activities sponsored by OSERS.

OSERS and NEC*TAS hope that the *1991-92 Directory* will stimulate further interest in the special needs of children with or at risk for disabilities and their families, and encourage greater national, state, and local collaboration in meeting these needs.

User's Guide

The *1991-92 Directory* provides descriptions of selected OSERS projects and their primary activities, and information to assist readers in contacting these projects. Within this document, project addresses are listed separately from project abstracts. This structure provides readers with a quick overview of projects active within a given state, while reserving maximum space in project abstracts for descriptive information. It also allows for the Directory and Project Abstracts sections to be organized in the most useful formats for optimal reader use.

The Directory section is organized alphabetically by state or jurisdiction, in order to provide quick reference to project addresses and telephone numbers. Each state page in the Directory section is arranged in columns, as follows:

> Left column: State personnel (Section 619 coordinators, Part H coordinators, chairs of state Interagency Coordinating Councils).
>
> Center column: EEPCD projects (these may extend to additional columns or pages for states with numerous EEPCD listings). EEPCD project listings are subdivided into seven categories: demonstration, information management, inservice training, outreach, research and experimental, research institute, and technical assistance center.
>
> Right column: DID and DPP grantees (where EEPCD listings extend to additional columns, listings for DID and DPP may begin on or extend to another page or column).

Within program categories (and, for EEPCD projects, within subcategories), projects are listed alphabetically by city, and within city, by project name. (See Figure 1 for an example of a directory page.)

The Project Abstracts section is organized by program category (EEPCD, DID, DPP) to provide a comprehensive view of project activity within a given program. Projects within each program category are organized by project subcategory. Within each subcategory, project abstracts are arranged alphabetically by state and, within state, by project title. Each abstract indicates the project director and telephone number, grant number, funding period, fiscal agency with city/state location, and the competition in which the project was funded. Abstracts are one-half page in length and are printed two to a page, with a running footer that indicates both program category and project subcategory. (See Figure 2 for sample abstract.) Abstracts are organized as follows (individual competitions within a subcategory are indicated parenthetically where relevant):

EEPCD Projects

- Demonstration Projects (Nondirected Demonstration)
- Information Management Projects (Information Systems)
- Inservice Training Projects (Inservice Training for Related Services Personnel, Model Inservice Training, Multidisciplinary Training for Child Care Personnel)
- Outreach Projects (National/Multistate)
- Research and Experimental Projects (Nondirected Experimental, Research on Early Childhood Program Features)
- Research Institutes
- Technical Assistance Center

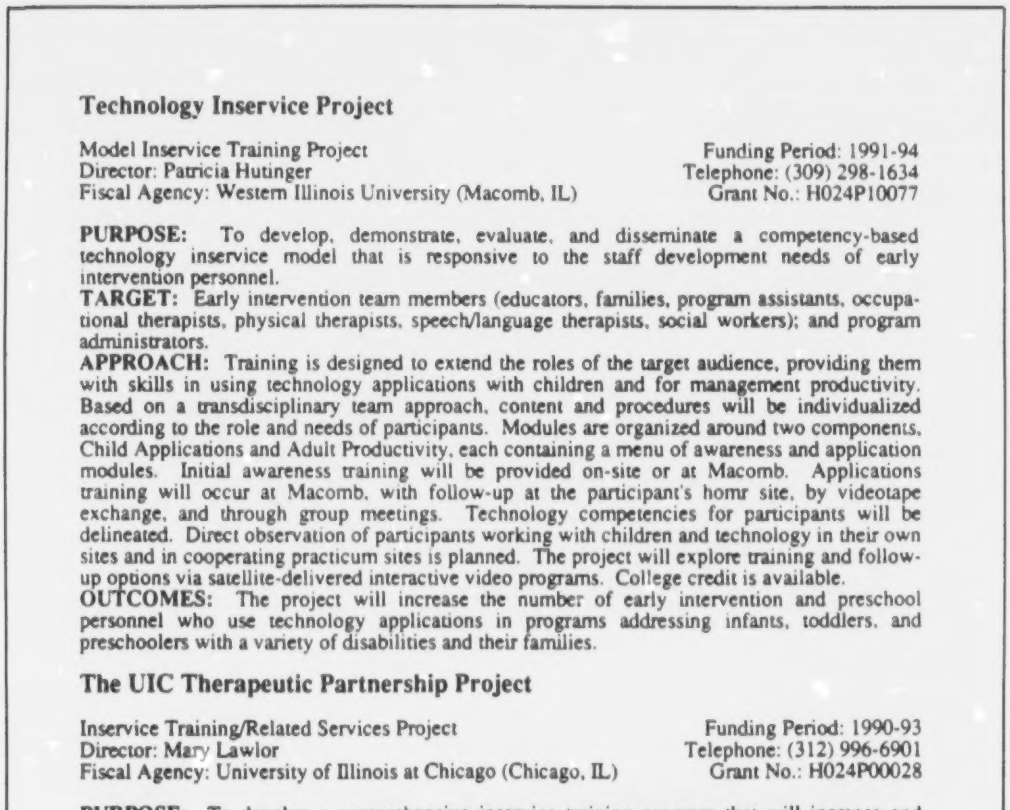
DID Contracts and Grants

- Field-Initiated Grants
- Initial Career Award Grant
- Policy Research Institute
- Research Contract
- Research Grants on General Education, Social Studies, and Language Arts Curricula
- Small Grants
- State Agency/Federal Evaluation Studies Grant
- Student-Initiated Grants

DPP Grants

- Infant/Toddler Personnel Grants
- Leadership Grants
- Low-Incidence Grants
- Minority Institutions
- Related Services Grants
- Rural Special Projects Grants
- Special Educators Grants
- Special Populations Grants
- Special Projects Grants
- State Education Agency Grant

Figure 2
Sample Project Abstract Page



Technology Inservice Project

Model Inservice Training Project	Funding Period: 1991-94
Director: Patricia Hutinger	Telephone: (309) 298-1634
Fiscal Agency: Western Illinois University (Macomb, IL)	Grant No.: H024P10077

PURPOSE: To develop, demonstrate, evaluate, and disseminate a competency-based technology inservice model that is responsive to the staff development needs of early intervention personnel.
TARGET: Early intervention team members (educators, families, program assistants, occupational therapists, physical therapists, speech/language therapists, social workers); and program administrators.
APPROACH: Training is designed to extend the roles of the target audience, providing them with skills in using technology applications with children and for management productivity. Based on a transdisciplinary team approach, content and procedures will be individualized according to the role and needs of participants. Modules are organized around two components, Child Applications and Adult Productivity, each containing a menu of awareness and application modules. Initial awareness training will be provided on-site or at Macomb. Applications training will occur at Macomb, with follow-up at the participant's homr site, by videotape exchange, and through group meetings. Technology competencies for participants will be delineated. Direct observation of participants working with children and technology in their own sites and in cooperating practicum sites is planned. The project will explore training and follow-up options via satellite-delivered interactive video programs. College credit is available.
OUTCOMES: The project will increase the number of early intervention and preschool personnel who use technology applications in programs addressing infants, toddlers, and preschoolers with a variety of disabilities and their families.

The UIC Therapeutic Partnership Project

Inservice Training/Related Services Project	Funding Period: 1990-93
Director: Mary Lawlor	Telephone: (312) 996-6901
Fiscal Agency: University of Illinois at Chicago (Chicago, IL)	Grant No.: H024P00028

PURPOSE: To develop a comprehensive inservice training program that will increase and improve early childhood therapy services for children with special needs and their families.
TARGET: Occupational and physical therapists who are not working, who work outside early childhood, or who work in early childhood settings, but are not trained to provide comprehensive family-oriented intervention and highly specialized services for specific risk populations.
APPROACH: The project's philosophy is that best therapy practice results when therapists 1) form effective partnerships with children and families; 2) recognize, respect, and integrate the perspectives of all intervention team members; 3) share responsibility for service implementation; and 4) apply their skills in a cost-effective manner that maximizes developmental outcome. The project offers multi-level, competency-based, interdisciplinary training that integrates academic learning and clinical practica. Training is offered at three levels: a) Foundational, offering a lecture series and extensive supervised practicum; b) Enrichment, involving a continuing education program with didactic sessions and videotape case analysis; and c) Advanced, addressing specialized competencies with supervised practicum experiences. Follow-up activities include monthly meetings emphasizing faculty and peer review of assessment, treatment, and consultation sessions using videotapes of actual interventions. Participants can custom design training components that most directly meet their professional development needs. Training will be integrated within educational offerings at the University of Illinois at Chicago.
OUTCOMES: Anticipated outcomes include increased numbers of therapists who provide effective family-oriented intervention services within interdisciplinary settings in Illinois.

109 EEPCD Inservice

The Indexes provide page references to project abstracts. Index A arranges projects by program category, subcategory, and, where appropriate, individual competition. Within these categories, projects are listed alphabetically by project title. The city/state location of each project is indicated parenthetically after the project title. Index B offers a guide to project abstracts by state, with projects listed by program category and project title within each state. Page references for the indexes give both page number and placement of the abstract on the page (A = upper half, B = lower half).

Readers seeking a quick reference to abstracts for particular categories of federal programs may consult the Table of Contents to find the appropriate block of project abstracts to peruse. Alternatively, they may scan program categories in Index A to locate particular project titles and the specific page references for abstracts. Readers who wish to locate information about a given state's projects have two choices also. For an overview of state activities and contact information, readers may consult the state pages in the Directory section. For an overview of state activities with a guide to specific project abstracts, readers may consult Index B.

INTRODUCTION

The Office of Special Education and Rehabilitative Services (OSERS) in the U.S. Department of Education administers a variety of programs related to improving the quality and quantity of services to young children with special needs and their families. The *1991-92 Directory* reflects selected early childhood projects sponsored by OSERS and administered by the Office of Special Education Programs (OSEP) through three programs: the Early Education Program for Children with Disabilities (EEPCD), formerly the Handicapped Children's Early Education Programs (HCEEP), under the Division of Educational Services (DES); the Division of Innovation and Development (DID); and the Division of Personnel Preparation (DPP). The directory also lists key state personnel who are responsible for administering two state initiatives for children with disabilities and their families under Public Law 102-119: the Preschool Grants Program (Part B--Section 619) and the Program for Infants and Toddlers with Disabilities (Part H), including chairpersons of the state Interagency Coordinating Councils (ICCs). Descriptions of these programs follow.

OFFICE OF SPECIAL EDUCATION PROGRAMS

Division of Educational Services (DES)

The Division of Educational Services administers a number of discretionary and formula grant programs. Those pertaining to early childhood initiatives include state programs for infants, toddlers, and preschoolers with disabilities; and EEPCD, which includes demonstration projects, inservice training projects, outreach projects, research institutes, research and experimental projects, and a technical assistance center.

In 1991 through P.L. 102-119, Congress approved amendments to the Individuals with Disabilities Education Act (IDEA), formerly the Education of the Handicapped Act (EHA), which reauthorized existing discretionary programs and federal and state efforts in early childhood special education and related services. This legislation reflects a greater emphasis on personnel training in special education and on technical assistance and dissemination efforts.

State Initiatives

State grant programs were introduced in 1976 by the former U.S. Office of Education, beginning with the State Implementation Grant (SIG) program, which was designed to help state educational agencies plan for the development and expansion of early intervention services for children with disabilities. In 1984, P.L. 98-199 instituted the State Plan Grant program, which provided funds to state educational agencies or other appropriate state agencies for planning, developing, and implementing a comprehensive service delivery system for the provision of special education and related services to young children, birth through age 5 years, with disabilities.

The passage of P.L. 99-457 in 1986 changed both the scope and extent of services to young children with disabilities. Services for preschool children, age 3 through 5 years, were expanded, and a new state formula grant program was introduced to assist states in developing early intervention services for infants and toddlers, birth through age 2 years. These programs have been reauthorized and extended by P.L. 101-476 and P.L. 102-119.

Preschool Grants Program (Section 619). The Preschool Grants program is a state formula grant program authorized under Section 619 of IDEA--Part B to encourage state and local educational agencies to expand special education and related services for preschool children with disabilities, age 3 through 5 years. The formula grant to a state is based on the number of identified children with disabilities, age 3 through 5 years, who receive special education and related services. For fiscal years (FY) 1987, 1988, and 1989,* states also received bonus funds based on the estimated number of additional preschool children with disabilities who were served in the state. Beginning in FY 1988 and thereafter, states must allocate at least 75% of the grant to local educational agencies and/or intermediate educational units for serving preschool children with disabilities. The state may retain up to 20% of the grant for planning and developing a comprehensive statewide service delivery system and for providing direct and support services to preschoolers, age 3 through 5 years. The state may use 5% of the grant for administrative expenses. Beginning with the 1991-92 school year, all states must provide a free appropriate public education (FAPE) to all eligible preschool-age children with disabilities.

Program for Infants and Toddlers with Disabilities (Part H). The Program for Infants and Toddlers with Disabilities is a formula grant program authorized by Part H of IDEA. The program is designed to assist states in planning, developing, and implementing coordinated, comprehensive, multidisciplinary, interagency statewide systems of early intervention services for infants and toddlers with disabilities, birth through age 2 years, and their families.

In states electing to participate in this program, the Governor must appoint a lead agency and designate an Interagency Coordinating Council. Activities during the initial years of participation must be designed to build a statewide system of early intervention services that, by the fourth year of participation, must include the 14 components defined by statute. These components are 1) definition of developmental delay; 2) timetable for serving all eligible children; 3) timely, comprehensive multidisciplinary evaluation; 4) individualized family service plans including service coordination; 5) comprehensive child find system; 6) public awareness program; 7) a central directory of services, resources, experts, and research and demonstration projects; 8) comprehensive system of personnel development; 9) a single line of authority in a lead agency designated or established by the Governor; 10) policy pertaining to contracting or making arrangements with service providers; 11) procedure for securing timely reimbursement of funds; 12) procedural safeguards; 13) policies and procedures for personnel standards; and 14) a system for compiling data. The system must be implemented fully by the fourth year, and all eligible children and families must be receiving services by the fifth year and for all succeeding years of a state's participation for the state to continue participating in the program.

---

* Fiscal year 1987, 1988, and 1989 funds apply to school years 1986-87, 1987-88, and 1988-89, respectively.

Funding for the Part H Program is based upon census figures for the number of infants and toddlers in the general population. Allocations for each state are derived from this figure, with the stipulation that no state will receive less than .5% of the funds available, or $500,000, whichever is greater. Additional allocations are available for Native American tribes or tribal organizations through the Department of the Interior, as well as for the other governing jurisdictions, such as Palau and the Federated States of Micronesia. For fiscal years 1990, 1991, and 1992, states may opt for differential funding status. This status is available to states experiencing significant hardships in meeting the requirements for the fourth and fifth years of participation in Part H. There are 16 states currently in the extended participation category for fiscal years 1990 and 1991.

Early Education Program for Children with Disabilities (EEPCD)

The Handicapped Children's Early Education Program (HCEEP)--renamed the Early Education Program for Children with Disabilities (EEPCD) in 1990--was established in 1968 with a mandate to set up model demonstration projects for the delivery of special education and related services to young children with disabilities, from birth through the third grade. In the congressional hearings that led to passage of the legislation establishing HCEEP, three major needs were identified for early intervention programs: 1) locally designed ways to serve infants, young children, and their families, 2) more specific information on effective programs and techniques; and 3) distribution of visible, replicable models throughout the country.

Two major assumptions underlie this program: 1) Only through early intervention with tested and successful program models could best services be provided for children with disabilities; and 2) The program should provide models of services rather than be a direct service delivery program. HCEEP was intended to provide an opportunity for any public or private nonprofit organization to develop and demonstrate high-quality services for a selected group of children and their families. It also was intended to provide an opportunity to demonstrate the effectiveness of locally designed approaches and disseminate those ideas across the nation to other agencies that might choose to use the model rather than develop their own program.

Activities during the past 20 years have been multifaceted. HCEEP began with 24 demonstration projects in 1968 and was extended in 1972 to include outreach projects which would disseminate proven procedures and models, or components of models. Research institutes were added in 1977, to develop and analyze new information about early intervention and methods for enhancing services. During the 1980s, experimental projects, inservice training projects, research projects on early childhood program features, and information management projects were added.

Although wide geographic distribution of these projects has been emphasized throughout the program's existence, cohesiveness has been maintained through a growing emphasis on interagency and interproject networking. This cooperative approach, facilitated by national technical assistance, has fostered a cohesive national program and has helped to develop knowledge and expertise in early childhood special education. To help projects and states achieve their objectives in early childhood services, HCEEP has funded technical assistance since 1971, through the Technical Assistance Development System (TADS), the Western States Technical Assistance Resource (WESTAR), the State Technical Assistance Resource Team (START), and, currently, the National Early Childhood Technical Assistance System (NEC*TAS).

The passage of P.L. 99-457 and its subsequent amendments (P.L. 101-476 and P.L. 102-119) has had a significant impact upon HCEEP activities, one of which is the change in the program's name to the Early Education Program for Children with Disabilities (EEPCD). The program currently places increased emphasis on providing support to states in the development of comprehensive services for infants and toddlers with disabilities, birth through age 2 years, and their families, and in the expansion of services for children with disabilities, age 3 through 5 years, and their families. EEPCD grantees are encouraged to coordinate their project activities with the state agency personnel responsible for administering these programs.

During 1991-92, EEPCD is supporting 129 projects, including 45 outreach projects, 35 inservice training projects, 29 demonstration projects, 7 information management projects, 6 research institutes, 6 research and experimental projects, and a national technical assistance center. Funding periods range from two years of funding for the information systems projects to five years of funding for research institutes and the national technical assistance center; the majority of projects are funded for three years. Among currently funded projects, one research institute is in its fifth year of funding; one research institute is in its fourth year of funding; 35 projects (6 demonstration, 3 experimental, 10 inservice training, 14 outreach, and 2 research institutes) are in their third year of funding; 44 projects (12 demonstration, 7 information management, 7 inservice training, 14 outreach, 3 projects on early childhood program features, and one research institute) are in their second year of funding; and 48 projects (11 demonstration, 18 inservice training, 17 outreach, a research institute, and the national technical assistance center) are in their first year of funding.

Demonstration Projects. Model demonstration projects have addressed a range of topics, including child identification and assessment; multidisciplinary intervention services for child and family; interagency collaboration in the provision of services; family and professional collaboration; service delivery models; coordination with public schools; curriculum development; evaluation of child progress; services for infants with special health needs, such as fetal alcohol syndrome (FAS) or AIDS; and methods of collaboration between allied health and special education service providers. Projects are sponsored by private, nonprofit agencies and organizations; local schools; universities; and state education agencies.

Information Management Projects. In 1990-91, 7 projects were granted two years of funding to develop information systems to track early intervention services. These projects are completing their grant period during 1991-92.

Inservice Training Projects. Projects in this priority area are developing and evaluating inservice training models that will prepare professionals and paraprofessionals to provide, coordinate, or enhance early intervention, special education, and related services for infants and toddlers with disabilities and/or for preschool children with disabilities. During 1991-92, 10 ongoing projects provide multidisciplinary training for child care personnel, 7 ongoing projects address training needs of related services personnel, and 18 newly funded projects are testing models of inservice training.

Outreach Projects. The outreach component has two goals: 1) to promote and increase high-quality services to preschool children with disabilities, birth through age 8 years, and their families; and 2) to stimulate replication of innovative models, many of which were developed and refined during EEPCD (formerly HCEEP) demonstration project funding. Outreach projects engage in awareness activities; stimulation of model replication sites; training of professionals, paraprofessionals, and parents; promotion of state involvement; product development and dissemination; and consultative activities. Originally, only HCEEP demonstration projects were eligible to apply for outreach funding, but with the passage of P.L. 98-199, eligibility was extended to other programs with similarly documented capabilities. In 1988, the funding period for outreach projects was expanded from one to three years.

Outreach efforts have been major contributors to the networking of effective programs for young children, providing improved training and services and building continuity and interagency/interstate collaborations. Some projects have incorporated the use of new technologies, such as video or computer-based instruction, while others have emphasized specific disability areas, such as sensory impairments or learning disabilities. Several projects have served as resources to state education agencies and other state agencies in their efforts to expand or improve services for infants and preschool children.

All of the 45 projects receiving funding during 1991-92 have a multistate or national focus and are funded for three years.

Research and Experimental Projects. There are two competition areas under this project category: nondirected experimental projects and research projects on early childhood program features.

Nondirected experimental projects design investigations that compare educational practices and interventions related to early childhood services. During 1991-92, these projects are addressing the use of mastery behaviors, interventions for very low birth weight infants, and procedures that combine family assistance and traditional intervention.

With the passage of P.L. 99-457, the Division of Educational Services was given authority to support research projects in the Research on Early Childhood Program Features competition under the Division of Innovation and Development (DID). During 1989-90, administration of these projects moved from DID to EEPCD. EEPCD is funding three research projects during 1991-92, two addressing language intervention and one on motor functioning.

Research Institutes. The early childhood research institutes began in 1977 as a joint effort between HCEEP and OSEP's Research Projects section. Their goal was to discover and disseminate information that could be used to improve services and programs for young children with disabilities and their families. Since the program began, OSEP has supported ten institutes in such varied research efforts as assessing family intervention issues, exploring the relationship between environmental characteristics and child development, and assessing the cost and effectiveness of using parents and paraprofessionals to deliver intervention services.

During 1991-92, six research institutes are funded. These institutes address cost and effectiveness of early intervention; substance abuse; training of personnel to work with infants with disabilities and their families; interventions to assist children and families in making transitions from hospital to home, from home to preschool services, and from preschool to public school; barriers to mainstreaming in preschools; and behaviorally based developmental care and intervention in the neonatal intensive care unit (NICU).

[Another research institute, addressing policy issues, is funded and administered by DID and is discussed in that section.]

Technical Assistance Center. The National Early Childhood Technical Assistance System (NEC*TAS), established in 1987 under P.L. 99-457 and reauthorized in 1991 under P.L. 101-476, brings together individuals and organizations which represent diverse disciplines and parent perspectives to address the infant, toddler, and preschool provisions of IDEA. The six organizations that comprise the system, assisted by an advisory board and consultants, offer technical assistance and support services to states and other governing jurisdictions and EEPCD projects. The goals of NEC*TAS are to assist states in the development and expansion of services for children, birth through age 8 years, with and at risk for disabilities and their families; to assist EEPCD projects in developing and disseminating program models; to link states and EEPCD projects so as to facilitate the exchange of information about models of service delivery and practice; and to disseminate information about policies and practices nationally.

Technical assistance (TA) is an ongoing, systematic, and nonevaluative process that uses a variety of support strategies to help clients accomplish targeted goals. The TA approach designed by NEC*TAS addresses the unique needs of each state and jurisdiction, as well as states' collective needs. NEC*TAS has conducted needs assessments and planning meetings for the 50 states, the District of Columbia, the Bureau of Indian Affairs, and eight other jurisdictions (American Samoa, Federated States of Micronesia, Guam, the Northern Mariana Islands, Palau, Puerto Rico, the Republic of the Marshall Islands, and the Virgin Islands). Topical areas identified by Part H grantees for technical assistance include service coordination, finance, interagency issues, procedural safeguards, personnel, data collection, monitoring, child identification, and public awareness. Topical areas identified by Section 619 grantees for technical assistance include program standards and monitoring, least restrictive environment, personnel, finance, interagency agreements, child identification (including eligibility), legislation, transition, and public awareness. Technical assistance has been provided to address these identified needs, as well as other relevant areas, such as multicultural and health issues.

Services available to states and EEPCD projects include annual meetings, needs assessments, individualized technical assistance and consultations, topical meetings and workshops, topical teleconferences, telephone consultation, print materials, information and referral, the Early Childhood Bulletin Board, and networking with other professionals and organizations.

NEC*TAS also provides limited services -- including resource referral, selected print materials, and the Early Childhood Bulletin Board via SpecialNet -- to other technical assistance organizations, resource centers, policy groups, associations of service providers, advocacy groups, and parent groups involved in developing comprehensive services for children with special needs and their families.

Division of Innovation and Development (DID)

For many years, individual research projects related to young children with disabilities have been supported in OSEP through the Research in Education of Individuals with Disabilities Program, through the Field-Initiated Research competition, the Student-

Initiated Research competition, and other special competitions. The purpose of the program is to support research and related activities designed to increase knowledge and understanding of disabling conditions and of teaching, learning, and education-related developmental practices and services for infants, toddlers, children, and youth with disabilities.

During 1991-92, DID is administering 39 research projects with a focus on early childhood issues. These include 16 field-initiated research grants; 10 student-initiated research project grants; 2 research grants on general education, social studies, and language arts curricula; 7 small grants; a state agency/federal evaluation studies grant; an early childhood research institute which addresses policy development and implementation related to Part H; a research contract; and an initial career award grant.

Division of Personnel Preparation (DPP)

The Division of Personnel Preparation (DPP), through the Training Personnel for the Education of Individuals with Disabilities Program, assists colleges, universities, state and local agencies, and nonprofit organizations in developing personnel preparation programs to improve the quality and increase the quantity of special educators and related services personnel.

In September 1984, DPP announced the availability of funds for a newly established priority: preparing special education and related services personnel to work with infants and toddlers with disabilities or at risk for developmental delay. Projects supported under this priority are intended to prepare personnel to work in programs characterized by strong interaction of the medical, educational, and related service communities, and by involvement of parents and guardians who are primary caregivers for these children. In almost all of these projects, departments within universities collaborate in the program, and in several cases, the training institutions cooperate with medical facilities, local educational or health agencies, or state educational agencies.

During 1991-92, the Division of Personnel Preparation is funding 228 projects addressing various aspects of the preparation of early intervention and early childhood personnel. Seventy-one projects are funded to prepare special educators, 62 to prepare personnel to serve infants and toddlers, 29 to prepare leadership personnel, 20 to prepare related services personnel, 16 to train personnel to serve special populations, 15 in special projects, 7 to address rural special education, 5 in minority institutions, 2 to prepare personnel to serve low incidence populations, and 1 in a state education agency. Most of these projects provide training leading to a master's or doctoral degree, although some provide training at the undergraduate or associate degree level; many lead to certification. While some programs are discipline-specific or disability-specific, most are interdisciplinary, and have a strong family focus and emphasis on field experience.

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(continued on next page)

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IOWA

3-5 (Section 619) Contact

Joan Turner Clary, ECSE
Consultant
Bureau of Special Education
State Department of Education
Grimes State Office Building
Des Moines, IA 50319-0146
(515) 281-3176
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FAX: 515-242-5988

Infant/Toddler (Part H) Contact

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Coordinator
133 Education Center
University of Northern Iowa
Cedar Falls, IA 50614
(319) 273-3299
FAX: 319-273-6997

Chair, Interagency Coord. Council

Linda Gleissner, Co-Chair
133 Education Center
University of Northern Iowa
Cedar Falls, IA 50614
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FAX: 319-273-6997

Richard Nelson, Co-Chair
Child Health Specialty Clinics
Hospital School
University of Iowa
Iowa City, IA 52242
(319) 356-7243

DPP Personnel Preparation Grants

Mary Jane Brotherson, Director
Interdisciplinary Early Childhood
Special Education Training Focus
on Integration, Rural, and Family
Needs
Department of Human Development and
Family Studies
105 Child Development Building
Iowa State University
Ames, IA 50011
(515) 294-3677
FAX: 515-294-1765

Kathleen McCartan, Director
Project CONNECT
Department of Child Development
Iowa State University
Ames, IA 50011
(515) 294-8957

John Folkins, Director
Training of Professional Personnel
in Preschool Communication
Disorders
Dept. of Speech Pathology & Audiology
Wendell Johnson SHC
University of Iowa
Iowa City, IA 52242
(319) 335-8718

KANSAS

3-5 (Section 619) Contact

Betty Weithers, Coordinator
Carol Dermyer, Specialist for Early Childhood Handicapped
Special Educ. Administration
State Department of Education
120 East 10th Street
Topeka, KS 66612
(913) 296-3869 (Weithers)
296-7454 (Dermyer)
SpecialNet: KANSASSE
FAX: 913-296-7933

Infant/Toddler (Part H) Contact

Marnie Campbell, Part H Coordinator
State Dept. of Health & Environment
Landon State Office Building
900 S.W. Jackson
10th Floor (Campbell)/9th Floor (Moler)
Topeka, KS 66601
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SpecialNet: KANSASSE
FAX: 913-296-6231

Chair, Interagency Coord. Council

Nancy Peterson
Department of Special Education
University of Kansas
3001 Robert Dole Human Development Center
Lawrence, KS 66045
(913) 864-4954
FAX: 913-864-4149

EEPCD Demonstration Project

Lee McLean & David Lindeman, Directors
Juliann Cripe, Coordinator
Southeast Kansas Regional Birth to Three Project
Bureau of Child Research
University of Kansas
2601 Gabriel
Parsons, KS 67357
(316) 421-6550
Ext. 1754 (McLean)
Ext. 1769 (Lindeman)
Ext. 1767 (Cripe)
SpecialNet: UAP.KS.PR
FAX: 316-421-6550
(manual phone; ask for FAX ext. 1864)

EEPCD Inservice Training Project

Juliann Cripe & David Lindeman, Co-Directors
Project KITS: Kansas Inservice Training System
University Affiliated Program
University of Kansas
2601 Gabriel
Parsons, KS 67357
(316) 421-6550
Ext. 1767 (Cripe)
Ext. 1769 (Lindeman)
SpecialNet: UAP.KS.PR
FAX: 316-421-6550
(manual phone; ask for FAX ext. 1864)

EEPCD Outreach Projects

Judith Carta, Director
Marleen Elliot, Coordinator
Skills for Promoting Integration: Outreach Training Model
Juniper Gardens Children's Project
1614 Washington Blvd.
University of Kansas
Kansas City, KS 66102
(913) 321-3143
FAX: 913-371-8522

Sharon Rosenkoetter, Director
Cynthia SHotss, Coordinator
Bridging Early Services Transition Project--Outreach
Associated Colleges of Central Kansas
105 E. Kansas Avenue
McPherson, KS 67460
(316) 241-7754
FAX: 316-241-5153

EEPCD Research/Experimental Project

Judith Carta, Co-P.I.
ECLIPSE (Effective Child Language Interventions in PreSchool Environments)
Juniper Gardens Children's Project
1614 Washington Blvd.
University of Kansas
Kansas City, KS 66102
(913) 321-3143
FAX: 913-371-8522
[see also Washington state address]

EEPCD Research Institutes

Judith Carta, Co-P.I.
Early Childhood Research Institute on Substance Abuse
Juniper Gardens Children's Project
1614 Washington Blvd.
University of Kansas
Kansas City, KS 66102
(913) 321-3143
FAX: 913-371-8522
[see also Minnesota and South Dakota for other institute addresses]

Mabel Rice & Marion O'Brien, Directors
Carolyn Roy, Dissemination Coord.
Kansas Early Childhood Research Institute--Transitions
KECRI/Life Span Institute
4132 Haworth Hall
University of Kansas
Lawrence, KS 66045-2930
(913) 864-4801
FAX: 913-864-5323 [Mark cover page: "Notify KECRI, 4-4801"]

(continued on next page)

DPP Personnel Preparation Grants

Winnie Dunn, Director
Building Stronger Teams through Interdisciplinary Graduate Education in the Related Services (TIGERS)
Occupational Therapy Education
University of Kansas Medical Center
3901 Rainbow Blvd.
Kansas City, KS 66160-7602
(913) 588-7195

Nancy Peterson, Director
Early Childhood Special Education Personnel Preparation
Department of Special Education
University of Kansas
3001 Dole Building
Lawrence, KS 66045
(913) 864-4954

Ann Turnbull & Rud Turnbull, PIs
Shirley Behr, Director
Family Leadership Training Program
Department of Special Education
University of Kansas
Dole Building, 3rd Floor
Lawrence, KS 66045
(913) 864-4954 or -7609

Earle Knowlton, Director
Field-Centered Preparation of Teachers in Early Childhood Education of the Handicapped
Department of Special Education
University of Kansas
3001 Dole Building
Lawrence, KS 66045
(913) 864-4154

Nancy Peterson, Director
Model for Outreach Training in Infant Intervention
Department of Special Education
University of Kansas
3001 Dole Building
Lawrence, KS 66045
(913) 864-4954

Mabel Rice, Director
Preparation of Preschool Classroom Language Intervention Specialists
Child Language Program
University of Kansas
1043 Indiana Street
Lawrence, KS 66044
(913) 864-4570

Nancy Peterson, Director
Preparing Leadership Personnel in Early Childhood
Department of Special Education
University of Kansas
3001 Dole Building
Lawrence, KS 66045
(913) 864-4954

Barbara Thompson, Douglas Guess, & Nancy Peterson, Directors
Training Personnel for the Education of Young Children with Severe and Profound Multiple Handicaps
Department of Special Education
University of Kansas
3001 Dole Building
Lawrence, KS 66045
(913) 864-4954

Sharon Rosenkoetter, Director
Associated Colleges of Central Kansas Preservice Early Intervention Project
Associated Colleges of Central Kansas
105 E. Kansas Avenue
McPherson, KS 67460
(316) 241-5150
FAX: 316-241-5153

W. Merle Hill, Director
Statewide Training Network for Preservice Training for Early Childhood and Cross-Categorical Special Education Paraprofessionals
Kansas Association of Community Colleges
700 S.W. Jackson, Suite 901
Topeka, KS 66603
(913) 357-5156

KENTUCKY

3-5 (Section 619) Contact

Debbie Schumacher, Director
Betty Bright, Branch Manager
Marilyn Coffey, Consultant
Program Services Branch
Maggie Chiara, Branch Manager
Planning & Interagency Branch
Division of Early Childhood
State Department of Education
1218 Capitol Plaza Tower
Frankfort, KY 40601
(502) 564-7056
SpecialNet: KENTUCKYSE
FAX: 502-564-6771

Infant/Toddler (Part H) Contact

Jim Henson, Part H Coordinator
Infant-Toddler Programs
Marge Allen, Part H Staff
Division of Mental Retardation
Department of Mental Health &
Mental Retardation Services
275 East Main Street
Frankfort, KY 40621
(502) 564-7700
SpecialNet: MSRRC (Univ. of Kentucky)
FAX: 502-564-3844

Chair, Interagency Coord. Council

Carol Kersting
Barren River District Health Dept.
1133 Adams Street
P.O. Box 1157
Bowling Green, KY 42102-1157
(502) 781-1490
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Vicki Stayton
Dept. of Teacher Education
College of Education
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Western Kentucky University
Bowling Green, KY 42102
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EEPCD Inservice Training Project

Rebecca Howe, Director
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Project Lexington
Interdisciplinary Human Development
Institute
114 Mineral Industries Building
University of Kentucky
Lexington, KY 40506-0051
(606) 257-5219
FAX: 606-258-1901

EEPCD Outreach Project

Beth Rous, Project Director
Project STEPS Outreach
Child Development Centers of
the Bluegrass
465 Springhill Drive
Lexington, KY 40503
(606) 278-0549

DID Research Grant

Jackie Sampers, P.I.
The Effects of Tactile Intervention
on Preterm Infants
Department of Pediatrics
Division of Neonatalogy MS-472
University of Kentucky
800 Rose Street
Lexington, KY 40536-0084
(606) 233-8994
FAX: 606-258-5499

DPP Personnel Preparation Grant

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Training Rural Educators in
Kentucky (TREK)
Department of Special Education
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229 Taylor
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LOUISIANA

3-5 (Section 619) Contact

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Preschool Programs
Office of Special Educational Svcs.
State Department of Education
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Baton Rouge, LA 70804-9064
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Infant/Toddler (Part H) Contact

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Chair, Interagency Coord. Council

Rep. Ted Haik, ICC Chair
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New Iberia, LA 70562
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Mollie Alarcon, ICC Vice-Chair
Child Development Center
Alton Ochnsner Hospital
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DPP Personnel Preparation Grants

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Directors
Pediatric Adapted Physical Education
Department of Human Performance
and Health Promotion
University of New Orleans
New Orleans, LA 70148
(504) 286-6420
FAX: 504-286-6065

David Sexton, Director
Project TIE
Department of Special Education
and Habilitative Services
University of New Orleans
New Orleans, LA 70148
(504) 286-6609

Patsy Poche, Director
Training Residents to Care for
Minority Children Who Are
At-Risk, Delayed or Handicapped
L.S.U. Medical Center
Human Development Center
1100 Florida Ave., Bldg. 119
New Orleans, LA 70119
(504) 942-8230

MAINE

3-5 (Section 619) Contact

Joanne C. Holmes, 619 Coordinator
Susan Donovan, TA and Special
Projects Consultant
Child Development Services
87 Winthrop Street
State House, Station #146
Augusta, ME 04333
(207) 289-3272
SpecialNet: MAINESE
FAX: 207-289-5900

Infant/Toddler (Part H) Contact

Sue McCoskrie, Part H Coordinator
Interdepartmental Coordinating Council
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Child Development Services
87 Winthrop Street
State House, Station #146
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SpecialNet: MAINESE
FAX: 207-289-5900

Chair, Interagency Coord. Council

David N. Stockford, Director
Division of Special Education
Department of Education and
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State House Station #23
Augusta, ME 04333
(207) 289-5950 or -5953
SpecialNet: MAINESE

EEPCD Outreach Project

Anne Chaisson, Director
Maine's Birth to Five Early Intervention
Outreach Model--Project Reach ME
Batj Children's Home
103 South Street
Bath, ME 04530
(207) 443-9575

REPUBLIC OF THE MARSHALL ISLANDS

3-5 (Section 619) Contact

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Special Education
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Republic of the Marshall Islands
Majuro, Marshall Islands, MH 96960
011 (692) 625-3359
FAX: 011-692-625-3681

Infant/Toddler (Part H) Contact

Not Eligible to Participate

Chair, Interagency Coord. Council

Not Eligible to Participate

MARYLAND

3-5 (Section 619) Contact

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Sheila Draper, Chief
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Division of Special Education
State Department of Education
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Baltimore, MD 21201
(410) 333-2498 (Vorobey)
333-2495 (Draper)
SpecialNet: MARYLANDDSE
FAX: 410-333-8165

Infant/Toddler (Part H) Contact

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Debra Von Rembow, ICC Staff
Maryland Infants & Toddlers Program
One Market Center, Box 15
300 W. Lexington Street, Suite 304
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FAX: 410-333-3199

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Michael Bender, Vice President
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The Kennedy Institute and Johns Hopkins University
707 N. Broadway
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(410) 550-9417
FAX: 410-550-9195

EEPCD Inservice Training Project

Stan Dublinske, Administrator
Camille Catlett, Director
Building Blocks
American Speech-Language-Hearing Association (ASHA)
10801 Rockville Pike
Rockville, MD 20852
(301) 897-5700
FAX: 301-571-0457

EEPCD Research/Experimental Project

Paula Beckman, Director
Sandra Newcomb, Coordinator
Project Assist
Department of Special Education
University of Maryland
1308 Benjamin Building
College Park, MD 20742
(301) 405-6492

DID Research Grant

Louise Appell, P.I.
Making Administrative Decisions about Technology by Examining Promising Instructional Practices
MACRO Systems, Inc.
8630 Fenton Street, Suite 300
Silver Spring, MD 20910
(301) 588-5484

DPP Personnel Preparation Grants

Lawrence Larsen, Director
Master's Training for Personnel to Serve At-Risk Infants, Toddlers, and Preschoolers
Education Division
Whitehead Hall, Room 100
Johns Hopkins University
Charles and 34th Streets
Baltimore, MD 21218
(301) 338-8273

Paula Beckman & David Cooper
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Doctoral Leadership in Early Childhood Special Education
Department of Special Education
University of Maryland
1308 Benjamin Building
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Lani Florian, Director
Five-Year Preservice Preparation Program in Special Education
Department of Special Education
University of Maryland
1308 Benjamin Building
College Park, MD 20742-1121
(301) 405-6486

(continued on next page)

DPP Grants (cont'd)

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Master's Program in Early Childhood
Special Education
Department of Special Education
University of Maryland
1308 Benjamin Building
College Park, MD 20742
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Joan Lieber, Director
Preparing Early Childhood Specialists
to Work in the Inner City
Department of Special Education
University of Maryland
1308 Benjamin Building
College Park, MD 20742
(301) 405-6467

Paula Beckman, Director
Training Infant/Family Specialists
to Serve Multi-Risk Infants and
Their Families
Department of Special Education
University of Maryland
1308 Benjamin Building
College Park, MD 20742
(301) 405-6492

Camille Catlett, Director
Interdisciplinary Inservice Training Model for Early Intervention
American Speech-Language-Hearing
Association
10801 Rockville Pike
Rockville, MD 20852
(301) 897-5700
FAX:301-571-0457

MASSACHUSETTS

3-5 (Section 619) Contact

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State Department of Education
1385 Hancock Street
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(617) 770-7476
SpecialNet: MASPED
MASSACHUSETTSSED
FAX: 617-770-7604

Infant/Toddler (Part H) Contact

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Andrea Weiss Shuman, Part H Coord.
Rosalie Edes, ICC Staff
Division of Early Childhood
Department of Public Health
150 Tremont Street, 2nd floor
Boston, MA 02111
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FAX: 617-723-1659

Chair, Interagency Coord. Council

Eunice Shishmanian
Developmental Evaluation Clinic
Children's Hospital Medical Ctr.
Fegan 10
300 Longwood
Boston, MA 02115
(617) 735-6501
FAX: 617-735-7429

EEPCD Demonstration Project

Joanne Brady, Director
Project GAINS (Gaining Access/
Integrating Needed Services)
Education Development Center, Inc.
School and Society Programs
55 Chapel Street
Newton, MA 02160
(617) 969-7100

EEPCD Inservice Project

Margaret O'Hare, Director
First CHANCE
Enable, Inc.
3 Randolph Street
Canton, MA 02021
(617) 828-7497
FAX: 617-575-0078

EEPCD Outreach Projects

Margot Kaplan-Sanoff, Director
Steps for Kids
Department of Pediatrics
Boston City Hospital
Talbot Building, Room 214
818 Harrison Avenue
Boston, MA 02118
(617) 534-4767
FAX: 617-534-7915

Peter Hainsworth, Director
Donna Carroll, Coordinator
BEACON Outreach Program
Early Recognition Intervention Network
376 Bridge Street
Dedham, MA 02026
(617) 329-5529
[see also Florida address]

Marian Hainsworth, Director
Donna Carroll, Coordinator
ERIN Outreach Project
Early Recognition Intervention Network
376 Bridge Street
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(617) 329-5529
[see also Florida address]

Geneva Woodruff, Director
Patricia Driscoll, Coordinator
Project WIN Outreach
South Shore Mental Health Center
1800 Columbus Avenue
Roxbury, MA 02119
(617) 442-7442
FAX: 617-442-1705

EEPCD Research Institute

Heidelise Als, Co-P.I.
National Collaborative Research
Institute for Early Childhood
Intervention
The Children's Hospital
300 Longwood Avenue
Boston, MA 02115
(617) 735-8249
FAX: 617-735-7230
[see Illinois for other institute
address]

(continued on next page)

DPP Personnel Preparation Grants

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Pediatric-Educational Audiology Training Program
Dept. of Communication Disorders
University of Massachusetts
Amherst, MA 01003
(413) 545-3636 or -0131

Barry Prizant, Director
Doctoral Training for Speech-Language Pathologists in Early Child Language Study
Division of Communication Disorders
Emerson College
168 Beacon Street
Boston, MA 02116
(617) 578-8732

Mary Beth Fafard, Executive Director
Joni Block, Director
Into/Improving the Mainstream
Massachusetts Department of Education
1385 Hancock Street
Quincy, MA 02169
(617) 770-7289
FAX: 617-770-7604

Margaret Lahey, Director
Language Intervention Training for Speech-Language Pathologists
Division of Communications Disorders
Emerson College
168 Beacon Street
Boston, MA 02116
(617) 578-8732

Sharon Cermak, Director
Leadership Training for Occupational and Physical Therapists in School Systems and Early Intervention
Sargent College of Allied Health
Boston University
1 University Road
Boston, MA 02215
(617) 353-2727

Ena Vazquez-Nuttall & Karin Lifter, Directors
Preservice Preparation of Minority Personnel to Serve Handicapped Preschool Children from Minority Cultures
Dept. of Counseling Psychology, Rehabilitation, & Special Educ.
Northeastern University
203 Lake Hall
360 Huntington Avenue
Boston, MA 02115
(617) 437-2485

Margaret Lahey, Director
Preservice Training for Masters Level Speech-Language Pathologists to Work in Early Intervention Settings
Division of Communications Disorders
Emerson College
168 Beacon Street
Boston, MA 02116
(617) 578-8732

Margot Kaplan-Sanoff, Director
Project VISIT
Department of Pediatrics
Boston City Hospital
Talbot Building, Room 214
818 Harrison Avenue
Boston, MA 02188
(617) 534-4767
FAX: 617-534-7915

Patricia Rissmiller, Director
Interdisciplinary Training in Special Needs: A Multicultural Approach
Shriver Center
200 Trapelo Road
Waltham, MA 02254
(617) 642-0238

MICHIGAN

3-5 (Section 619) Contact

Jan Baxter, Supervisor
Carol Regnier, Consultant
Special Education Services
State Department of Education
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Lansing, MI 48909
(517) 373-8215
SpecialNet: MI.SE
FAX: 517-373-7504

Infant/Toddler (Part H) Contact

Jacquelyn Thompson, Part H Coordinator
Early Childhood Education
State Department of Education
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Lansing, MI 48909
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SpecialNet: MI.SE
FAX: 517-373-1233

Chair, Interagency Coord. Council

Carole Quarterman, ICC Chair
5031 Grandy
Detroit, MI 48211
(313) 259-4411

EEPCD Model Inservice Projects

Rita Benn, Director
Karen Mikus & Deborah Weatherston, Coordinators
Family-Focused, Infant-Toddler, Transagency Training Project (Project F.I.T.)
Merrill Palmer Institute
71-A East Ferry Street
Detroit, MI 48202
(313) 577-5244

James Knoll, Director
Inservice Training and Support of Personnel to Serve Young Children with Disabilities
Developmental Disabilities Institute
326 Justice Building
Wayne State University
6001 Cass Avenue
Detroit, MI 48202
(313) 577-2654

Judy Alhamisi & Carol Swift, Directors
Project ENHANCE
Wayne County Regional Educational Service Agency
33500 Van Born Road
Wayne, MI 48184
(313) 467-1502
FAX: 313-326-2610

EEPCD Outreach Project

Amy Powell, Director
Transactional Intervention Program Outreach
High/Scope Educational Research Foundation
600 North River Street
Ypsilanti, MI 48198
(313) 485-2000
FAX: 313-485-0704

DPP Personnel Preparation Grants

Samuel Meisels, Director
Leadership Training in Early Childhood Special Education
Center for Human Growth and Development
University of Michigan
300 N. Ingalls, 10th Floor
Ann Arbor, MI 48109-0406
(313) 747-1084

Lou Alonso, Director
Preparing Dually-Trained Teachers for Visually Handicapped Learners
Dept. of Counseling, Educ. Psych., & Special Education
Michigan State University
331 Erickson Hall
East Lansing, MI 48824
(517) 355-1871

MINNESOTA

3-5 (Section 619) Contact

Robyn Widley, Early Childhood
Specialist
Unique Learner Needs Section
Department of Education
Capitol Square Building, Room 812
550 Cedar Street
St. Paul, MN 55101
(612) 296-5007
SpecialNet: MN.SE
FAX: 612-296-3272

Infant/Toddler (Part H) Contact

Jan Rubenstein, Coordinator
Interagency Planning Project for
Young Children with Handicaps
State Department of Education
Capitol Square Building, Room 826
550 Cedar Street
St. Paul, MN 55101
(612) 296-7032
SpecialNet: MN.SE
FAX: 612-296-3272

Jan Jernell, Planner
IPPYCH
State Department of Health
P.O. Box 9441
Minneapolis, MN 55440
(612) 623-5538

Diane Bick, EC Intervention Planner
Department of Human Services
444 Lafayette Road
St. Paul, MN 55155-3832
(612) 2997-5979
FAX: 612-296-6244

Chair, Interagency Coord. Council

Donna Petersen
Minnesota Department of Health
717 Delaware Street, S.E.
Minneapolis, MN 55440
(612) 623-5165
FAX: 612-623-5043

EEPCD Demonstration Project

Scott McConnell, Director
Richard Spicuzza, Coordinator
EPIC: Ecobehavioral Programming
for Individual Children
Institute on Community Integration
University of Minnesota
102 Pattee Hall
150 Pillsbury Drive, S.E.
Minneapolis, MN 55455
(612) 624-6300
FAX: 612-624-9344

EEPCD Inservice Project

Mary McEvoy, Co-P.I.
Developing and Evaluating a Model of
Inservice and Technical Assistance
Institute on Community Integration
University of Minnesota
215 Pattee Hall
150 Pillsbury Drive, S.E.
Minneapolis, MN 55455
(612) 626-7819
FAX: 612-624-9344

and

Joe Reichle, Co-P.I.
Developing and Evaluating a Model of
Inservice and Technical Assistance
115 Shevlin Hall
University of Minnesota
Minneapolis, MN 55455
(612) 625-6542

EEPCD Outreach Project

Linda Kjerland, Director
Jean Mendenhall, Coordinator
Project Dakota Outreach
680 O'Neill Drive
Eagan, MN 55121
(612) 455-2335
FAX: 612-455-8972

EEPCD Research/Experimental Project

Susan C. Hupp, Director
Enhancing the Use of Mastery
Behaviors by Young Children
with Severe Cognitive Delays
Department of Educational Psychology
University of Minnesota
Burton Hall, Room 258
178 Pillsbury Drive, S.E.
Minneapolis, MN 55455
(612) 624-1003

EEPCD Research Institute

Scott McConnell, Co-P.I.
Early Childhood Research Institute
on Substance Abuse
Institute on Community Integration
University of Minnesota
102 Pattee Hall
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(612) 624-6300
FAX: 612-624-9344

and

Mary McEvoy, Co-P.I.
Early Childhood Research Institute
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Institute on Community Integration
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215 Pattee Hall
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Minneapolis, MN 55455
(612) 626-7819
FAX: 612-624-9344
[see also Kansas and South Dakota
for other institute addresses]

(continued on next page)

DID Research Grants

Donna McNear, P.I.
Development of an Empirically Based Scale to Help Multidisciplinary Teams Decide the Appropriateness of Braille Instruction
Rum River Special Educ. Cooperative
430 NW 8th Avenue
Cambridge, MN 55008
(612) 689-3600
FAX: 612-689-3601

James Ysseldyke, P.I.
Open Enrollment and Students with Handicaps
University of Minnesota
350 Elliott Hall
75 E. River Road
Minneapolis, MN 55455
(612) 624-4014

Mary McEvoy, P.I.
Prenatal Cocaine Exposure and Mother-Infant Interactions
Institute on Community Integration
University of Minnesota
215 Pattee Hall
150 Pillsbury Drive, S.E.
Minneapolis, MN 55455
(612) 626-7819
FAX: 612-624-9344

Scott McConnell & Mary McEvoy, P.I.s
Prenatal Cocaine Exposure and Social Development of Young Children
Institute on Community Integration
University of Minnesota
102 Pattee Hall (McConnell)
215 Pattee Hall (McEvoy)
150 Pillsbury Drive, S.E.
Minneapolis, MN 55455
(612) 624-6300 (McConnell)
626-7819 (McEvoy)
FAX: 612-624-9344

DPP Personnel Preparation Grants

Paula Goldberg, Director
Child Abuse Prevention
PACER Center
4826 Chicago Avenue, South
Minneapolis, MN 55417
(612) 827-2966

Scott McConnell, Director
Preparation of Personnel to Provide Special Education and Related Services to Newborn and Infant
Institute on Community Integration
University of Minnesota
102 Pattee Hall
150 Pillsbury Drive, S.E.
Minneapolis, MN 55455
(612) 624-6300
FAX: 612-624-9344

MISSISSIPPI

3-5 (Section 619) Contact

Nancy Artigues, Coordinator
Bureau of Special Services
State Department of Education
P.O. Box 771
Jackson, MS 39205-0771
(601) 359-3498
SpecialNet: MS.SE
FAX: 601-359-2198

Infant/Toddler (Part H) Contact

Hope Bacon, Part H Coordinator
Infant and Toddler Program
State Department of Health
P.O. Box 1700
2423 North State Street, Room 105A
Jackson, MS 39215-1700
(601) 960-7427
FAX: 601-960-7948

Kathy Odle, ICC Staff
Mississippi Parents and Families Network
425 Louisa Street
Pearl, MS 39208
(601) 960-4280 or 960-7437
932-1116

Chair, Interagency Coord. Council

Kathleen Stremel, Senior Researcher
Department of Special Education
University of Southern Mississippi
Southern Station, Box 5115
Hattiesburg, MS 39406
(601) 266-5135
FAX: 601-266-4175

EEPCD Inservice Training Project

Estella Fair, Director
Development of a Replicable Coaching Model to Provide Inservice Training
Mississippi University Affiliated Program
University of Southern Mississippi
Southern Station, Box 5163
Hattiesburg, MS 39406-5163
(601) 266-5163
FAX: 601-266-5755

DPP Personnel Preparation Grants

Jane Siders, Director
Interdisciplinary Training of Special Educators to Provide Family-Focused Early Intervention Services
Mississippi University Affiliated Program
University of Southern Mississippi
Southern Station, Box 5163
Hattiesburg, MS 39406-5163
(601) 266-5163

Estella Fair, Director
Transdisciplinary Training for Direct Services Personnel in Family-Centered Early Intervention
Mississippi University Affiliated Program
University of Southern Mississippi
Southern Station, Box 5163
Hattiesburg, MS 39406-5163
(601) 266-5163
FAX: 601-266-5755

Valerie De Coux, Director
Transdisciplinary Training for Early Intervention Personnel to Provide Family-Center Transition and Case Management Services
Mississippi University Affiliated Program
University of Southern Mississippi
Southern Station, Box 5163
Hattiesburg, MS 39406-5163
(601) 266-5163
FAX: 601-266-5114

MISSOURI

3-5 (Section 619) Contact

Melodie Friedebach, Asst. Director
Department of Elementary and
Secondary Education
P.O. Box 480
Jefferson City, MO 65102
(314) 751-0185
SpecialNet: MO.SE
FAX: 314-751-1179

Infant/Toddler (Part H) Contact

Melodie Friedebach, Coordinator
Section of Special Education
Department of Elementary and
Secondary Education
P.O. Box 480
Jefferson City, MO 65102
(314) 751-0185
SpecialNet: MO.SE
FAX: 314-751-1179

Chair, Interagency Coord. Council

Lorna Wilson, Director
Division of Maternal, Child, &
Family Health
Department of Health
P.O. Box 570
Jefferson City, MO 65102
(314) 751-6174
FAX: 314-751-6010

EEPCD Inservice Training Projects

Bob Busch & Shirley Patterson,
Directors
Missouri TIKES: Training Individuals
to Care for Exceptional Students
University of Missouri
223 Townsend Hall
Columbia, MO 65211
(314) 882-1386
FAX: 314-882-5071

Jean Ann Summers, Director
Project IDEEA (Individualized
Development for Early Education
Agencies)
University Affiliated Program
Institute for Human Development
University of Missouri--Kansas City
2220 Holmes
Kansas City, MO 64108
(816) 235-1771
FAX: 816-235-1762

DPP Personnel Preparation Grants

Harold Meyers, Director
Deaf Education - Early Childhood
Specialty
Dept. of Communication Disorders
Southwest Missouri State
University
901 S. National
Springfield, MO 65804
(417) 836-5368

Marjorie Harrington, Director
Parent-Infant Program for
Hearing-Impaired Children
Dept. of Communication Disorders
Southwest Missouri State
University
901 S. National
Springfield, MO 65804
(417) 836-6508

Karen Steckol, Director
Training Speech-Language Pathologists
for Preschool Children
Dept. of Communication Disorders
St. Louis University
3733 West Pine Blvd.
St. Louis, MO 63108
(314) 658-2939

Lin Welch & Jim Wilson, Directors
Early Childhood Communication
Special Education Program
Speech Pathology & Audiology Dept.
Central Missouri State University
Warrensburg, MO 64093
(816) 429-4606

MONTANA

3-5 (Section 619) Contact

Marilyn Pearson & Dan McCarthy,
Coordinators
Department of Educational Services
Office of Public Instruction
State Capitol
Helena, MT 59602
(406) 444-4428 (Pearson)
444-4425 (McCarthy)
SpecialNet: MT.SE
FAX: 406-444-3924 (for McCarthy)

Infant/Toddler (Part H) Contact

Richard Van Haecke, Part H
Coordinator
Mike Hanshew, Chief
Management Operations Bureau
Developmental Disabilities Division
Department of Social and
Rehabilitation Services
P.O. Box 4210
Helena, MT 59604
(406) 444-2995
SpecialNet: MT.SRSDDD
FAX: 406-444-1970

Chair, Interagency Coord. Council

Rowena Foos
E.C.I.
Billings Public Schools
415 N. 30th Street
Billings, MT 59101-1298
(406) 255-3623

EEPCD Demonstration Project

Ted Maloney, Director
Dynamic Communication Process
Model
Montana UAP Satellite
52 Corbin Hall
University of Montana
Missoula, MT 59812
(406) 243-5467

EEPCD Inservice Project

Kathleen Gallacher, Director
Project CLASS
Rural Institute
University of Montana
52 Corbin Hall
Missoula, MT 59812
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FAX: 406-243-2349

EEPCD Outreach Projects

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Directors
Educational Home Model Outreach
Montana UAP Satellite
52 Corbin Hall
University of Montana
Missoula, MT 59812
(406) 243-5467

Richard Van den Pol, Director
Shelley Neilsen, Coordinator
Montana Early Intervention (0-5)
Outreach Project
Div. of Education Research & Service
School of Education
University of Montana
Missoula, MT 59812
(406) 243-5344
FAX: 406-243-2797

and

Tony Hecimovic, Eastern Montana
College Coordinator
Montana Early Intervention (0-5)
Outreach Project
Institute for Habilitative Srvcs.
Eastern Montana College
Billings, MT 59101
(406) 657-2349

Richard Van den Pol, Director
Shelley Neilsen, Coordinator
VIDEOSHARE Model Outreach Project
Div. of Education Research & Service
School of Education
University of Montana
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FAX: 406-243-2797

(continued on next page)

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DPP Personnel Preparation Grants

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Montana University Affiliated
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University of Montana
52 Corbin Hall
Missoula, MT 59812
(406) 243-5467

Richard Van den Pol, Director
Montana Early Childhood Special
Education Teacher Training
Division of Education Research
and Service
School of Education
University of Montana
Missoula, MT 59812
(406) 243-5344
FAX: 406-243-2797

NEBRASKA

3-5 (Section 619) Contact

Jan Thelen, Coordinator
John Clark, Assistant Director
for Special Education
Special Education Office
State Department of Education
P.O. Box 94987
Lincoln, NE 68509
(402) 471-2471
SpecialNet: NE.SE
FAX: 402-471-2701

Infant/Toddler (Part H) Contact

Judy Constantin, Part H Coordinator
Special Education Office
State Department of Education
P.O. Box 94987
Lincoln, NE 68509
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SpecialNet: NE.SE
FAX: 402-471-2701

Mary Jo Iwan, Part H Coordinator
Nebraska Department of Social Services
P.O. Box 95026
Lincoln, NE 68509
(402) 471-9345
FAX: 402-471-9455

Chair, Interagency Coord. Council

Tom Fortune
Lincoln Public Schools
P.O. Box 82889
Lincoln, NE 68501
(402) 436-1907
FAX: 402-436-1620

EEPCD Outreach Project

Barbara Jackson & Judy Quinn,
Co-Directors
Project Continuity
600 S. 42nd Street
Omaha, NE 68198-5450
(402) 559-7368
FAX: 402-559-5737

DPP Personnel Preparation Grants

Marilyn Scheffler, Director
Interdisciplinary Training for Speech-Language Pathologists and Early Childhood Teachers (INTERSECT)
University of Nebraska
253 Barkley
Lincoln, NE 68583-0731
(402) 472-5492

Susan Epps, Director
School Psychology/Interdisciplinary Infant/Toddler Specialization
University of Nebraskas Medical Center
Meyer Rehabilitation Institute
42nd & Dewey Avenue
Omaha, NE 68131
(402) 559-5762

NEVADA

3-5 (Section 619) Contact

Shari Stanton, 619 Coordinator
Special Education Branch
State Department of Education
Capitol Complex
400 West King Street
Carson City, NV 89710
(702) 687-3140
SpecialNet: NV.SE or NVDOE
FAX: 702-687-5660

Infant/Toddler (Part H) Contact

Marilyn Walter, Chief
Early Childhood Services
Division of Child & Family Services
Department of Human Resources
480 Galletti Way, Bldg. 1
Sparks, NV 89431
(702) 688-2284
SpecialNet: MWALTER
FAX: 702-688-2558

Chair, Interagency Coord. Council

Ann Marek, ICC Chair
Special Education Branch
State Department of Education
Capitol Complex
400 West King Street
Carson City, NV 89710
(702) 687-3140
SpecialNet: NV.SE or NVDOE
FAX: 702-687-5660

DPP Personnel Preparation Grants

Steven Rock & Sandra Doctoroff,
Co-Directors
Preparation of Personnel for Careers
in Special Education
Dept. of Curriculum and Instruction
College of Education/278
University of Nevada, Reno
Reno, NV 89557
(702) 784-4961

NEW HAMPSHIRE

3-5 (Section 619) Contact

[Position Vacant]
Office of Special Education
State Department of Education
State Office Park, South
101 Pleasant Street
Concord, NH 03301
(603) 271-3741
SpecialNet: NH.SE
FAX: 603-271-1953

Infant/Toddler (Part H) Contact

Jacquelyn A. Twining, Director
New Hampshire Part H Infant and Toddler Project
Division of Mental Health & Developmental Services
Dept. of Health & Human Services
NH Hospital Administration Building
105 Pleasant Street
Concord, NH 03301
(603) 271-5143
SpecialNet: NH.EC
FAX: 603-271-5058

Chair, Interagency Coord. Council

Robert Kennedy, Director
Special Education Bureau
State Department of Education
State Office Park, South
101 Pleasant Street
Concord, NH 03301-3860
(603) 271-3741
FAX: 603-271-1953

EEPCD Demonstration Project

Martha Eshoo, Director
Michelle Fryte, Coordinator
Successful Integration of Infants & Toddlers with Disabilities through Multidisciplinary Training
AGH Model Project/Day Care
Lancaster School
Millville Street
Salem, NH 03079
(603) 898-1858

NEW JERSEY

3-5 (Section 619) Contact

Arlene Roth, Manager
Bureau of Program Review
Division of Special Education
State Department of Education
225 West State Street, CN 500
Trenton, NJ 08625
(609) 292-4692
SpecialNet: NJ.SE
FAX: 609-984-8422

Infant/Toddler (Part H) Contact

Arlene Roth, Manager
Bureau of Program Review
Division of Special Education
State Department of Education
225 West State Street, CN 500
Trenton, NJ 08625
(609) 292-4692
SpecialNet: NJ.SE
FAX: 609-984-8422

Chair, Interagency Coord. Council

Mary E. Lotze, ICC Chair
23 Pin Oak Road
Skillman, NJ 08558
(908) 418-8080
FAX: 908-418-3189

DID Research Grant

Judith L. Mounty, P.I.
Training Package for Assessing
Signed Language Acquisition
in Deaf Children
Mailstop 05-R
Education Testing Service
Princeton, NJ 08541
(609) 734-1810
734-1019 (TTY/TTD)
FAX: 609-734-1090

DPP Personnel Preparation Grant

Lorraine McCune, Director
Interdisciplinary Birth to Five
Personnel Preparation Program
Graduate School of Education
Rutgers University
10 Seminary Place
New Brunswick, NJ 08903
(201) 932-7716

NEW MEXICO

3-5 (Section 619) Contact

Diane Turner, Coordinator
Special Education Unit
State Department of Education
300 Don Gaspar Avenue
Santa Fe, NM 87501-2786
(505) 827-6541
SpecialNet: NEWMEXICOSE
FAX: 505-827-6696

Infant/Toddler (Part H) Contact

Toby Hurtado
Early Childhood Coordinator
Developmental Disabilities Division
Department of Health
1190 St. Francis Drive
P.O. Box 26110
Santa Fe, NM 87502-6110
(505) 827-2575
FAX: 505-827-2595

Chair, Interagency Coord. Council

Pat McMahon
Alta Mira Specialized Family Services
3201 4th Street, N.W.
Albuquerque, NM 87107
(505) 345-6889

EEPCD Demonstration Project

Patti Oetter & Carol Westby, Directors
Project NEW-TeamS (Neurobehavioral,
Ecological, Wholistic Team System)
Training and Technical Assistance Unit
University Affiliated Program
UNM School of Medicine
Albuquerque, NM 87131
(505) 272-3000
SpecialNet: NEWMEXICO.UAP
FAX: 505-272-5280

EEPCD Inservice Training Projects

Ginny Munsick-Bruno, Director
LuAnn Papile, Medical Director
Cindy Patterson, Coordinator
Roberta Krehbiel, Family Specialist
Productive Waiting Project
University of New Mexico Medical
Center
Neonatal-Perinatal Program
Department of Pediatrics/Neonatology
Developmental Care Program
ACC-3 West
Albuquerque, NM 87131
(505) 272-6805
FAX: 505-272-6845

Gail Beam & Meave Stevens
Dominguez, Directors
Project TIE (Teams in Early
Intervention)
Training and Technical Assistance Unit
N.M. University Affiliated Program
UNM School of Medicine
Albuquerque, NM 87131-5020
(505) 843-2794
272-3000
FAX: 505-272-5280

EEPCD Outreach Project

Betty Yoches & Linda Askew,
Co-Directors
Project Ta-kós
Alta Mira Specialized Family Service
3201 4th Street, N.W.
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(505) 345-6889

DPP Personnel Preparation Grants

Glenn VanEtten, Director
Infant Intervention Specialist
Training Project
Family and Child Institute
College of Education
University of New Mexico
Albuquerque, NM 87131
(505) 277-5018

Darlene VanEtten, Director
Training Bilingual/Bicultural Teachers
to Work with Culturally and Linguistically Different Exceptional
Young Children
Special Education Department
College of Education, Room 216
University of New Mexico
Albuquerque, NM 87131
(505) 277-5018

Carol Westby, Director
Project HITOS (Helping Infants and
Toddlers on to Success)
UAP/UNM Medical School
901 Vassar, N.E.
Albuquerque, NM 87131
(505) 843-2929

NEW YORK

3-5 (Section 619) Contact

Sue Henry, 619 Coordinator
Early Childhood Unit
Office for Special Education Services
State Department of Education
Education Building Annex, Rm. 1069
Albany, NY 12234
(518) 474-2251
SpecialNet: NY.SE
FAX: 518-473-2917

Michael Plotzker
Department of Education
1 Commerce Plaza, Room 1607
99 Washington Avenue
Albany, NY 12234
(518) 473-4823

Infant/Toddler (Part H) Contact

Frank Zollo, Director
Early Intervention Program
Steve Scherokey, Public Health Rep. II
State Department of Health
Corning Tower, Room 208
Empire State Plaza
Albany, NY 12237-0618
(518) 473-7016
FAX: 518-473-8673

Chair, Interagency Coord. Council

Nan Songer, ICC Chair
Regional Planning Grant
200 Huntington Hall
Syracuse University
Syracuse, NY 13244-2340
(315) 443-4513
FAX: 315-443-4338

EEPCD Demonstration Project

Mary Beth Bruder, Director
Barbara Sherry, Coordinator
Integrated Early Intervention Service Delivery Project
Family Support/Early Intervention
MRI/Cedarwood Hall, Room 425
New York Medical College
Valhalla, NY 10595-1689
(914) 285-7052 (Bruder & office)
285-8141 (Sherry)
FAX: 914-285-1973

EEPCD Inservice Training Projects

Mary Beth Bruder, Director
Francine Goldstein, Coordinator
Day Care Inservice Training Model on Young Children with Special Needs
Family Support/Early Intervention
MRI/Cedarwood Hall, Room 425
New York Medical College
Valhalla, NY 10595-1689
(914) 285-7052 (Bruder & office)
285-7357 (Goldstein)
FAX: 914-285-1973

Mary Beth Bruder, Director
Carol Lippman, Coordinator for Faculty Inservice
Michelle Barnea, Coordinator for Related Services Personnel
Institute & Faculty Inservice Training for Related Services Personnel
Family Support/Early Intervention
MRI/Cedarwood Hall, Room 425
New York Medical College
Valhalla, NY 10595-1689
(914) 285-7052 (Bruder & office
285-8177 (Lippman)
285-7070 (Barnea)
FAX: 914-285-1973

EEPCD Outreach Projects

Mary Beth Bruder, Director
Tina Nikitas, Coordinator
Birth-to-Three Inservice Model Outreach
Family Support/Early Intervention
MRI/Cedarwood Hall, Room 425
New York Medical College
Valhalla, NY 10595-1689
(914) 285-7052 (Bruder & office)
285-7388 (Nikitas)
FAX: 914-285-1973

Mary Beth Bruder, Director
Niños Especiales Outreach Program
Family Support/Early Intervention
MRI/Cedarwood Hall, Room 425
New York Medical College
Valhalla, NY 10595-1689
(914) 285-7052
FAX: 914-285-1973

Carol S. Eagen, Director
Regional Outreach Program for Preschool Handicapped Children
Putnam/Northern Westchester BOCES
Pinesbridge Road
Yorktown Heights, NY 10598
(914) 962-2377
FAX: 914-245-4540

(continued on next page)

NEW YORK (cont'd)

DID Research Grants

Kay Ferrell, P.I.
A Longitudinal Study of Developmental Patterns of Children Who Are Visually Impaired
Teachers College
Columbia University
525 W. 120th Street, Box 223
New York, NY 10027
(212) 678-3862
FAX: 212-678-4048

Kay Ferrell, P.I.
Nature of Early Social Participation of Young Children with Visual Impairments
Teachers College
Columbia University
525 W. 120th Street, Box 223
New York, NY 10027
(212) 678-3862
FAX: 212-678-4048

DPP Personnel Preparation Grants

Elizabeth Baltus-Herbert, Director
Early Intervention Training for Occupational Therapists and Physical Therapists
Occupational Therapy Department
SUNY/Buffalo
515 Kimball Tower
Buffalo, NY 14214
(716) 831-3141

Judith Bondurant-Utz, Director
A Master's Program for Permanent Certification of Early Childhood Special Educators with Minority Populations
State University of Buffalo
Ketchum Hall 110D
1300 Elmwood Avenue
Buffalo, NY 14222
(716) 878-5611 or 878-5429

Nancy Russell, Director
Preparing Speech/Language Pathologists as Specialists/Case Managers in TBI
Dept. of Speech/Language Pathology
SUNY/Buffalo
Ketchum Hall, Room 217
1300 Elmwood Avenue
Buffalo, NY 14222
(716) 878-5306

M. Virginia Wyly, Director
Preservice Multidisciplinary Model for Training Nurses in NICU
Department of Psychology
State University College at Buffalo
1300 Elmwood Avenue
Buffalo, NY 14222
6) 878-6027

Barbara Weitzner-Lin, Director
Preparation of Speech-Language Pathologists to Train At-Risk Infants and Toddlers
Dept. of Speech/Language Pathology & Audiology
State University College at Buffalo
1300 Elmwood Avenue
Buffalo, NY 14222
(716) 878-5316

Kenneth Offenbacher, Director
Training: Occupational Therapy Management in Schools
School of Health-Related Professions
SUNY/Buffalo
435 Kimball Tower
Buffalo, NY 14214
(716) 831-3141

Ruth Gold, Director
Teacher Training Project for Special Populations within Early Childhood Special Education
School of Education
Hofstra University
Mason Hall, Room 110
Hempstead, NY 11550
(516) 560-5782

Kay Ferrell, Director
Instructional Practice in Urban Settings
Department of Special Education
Teachers College
Columbia University
525 W. 120th Street, Box 223
New York, NY 10027
(212) 678-3862
FAX: 212-678-4048

Kay Ferrell, Director
Masters Program in Early Childhood Special Education
Department of Special Education
Teachers College
Columbia University
525 W. 120th Street, Box 223
New York, NY 10027
(212) 678-3862
FAX: 212-678-4048

Kay Ferrell, Director
Preparing Personnel for Education of Visually Impaired Children--Infancy to Adult
Department of Special Education
Teachers College
Columbia University
525 W. 120th Street, Box 223
New York, NY 10027
(212) 678-3862
FAX: 212-678-4048

Robert Kretchmer, Director
Preparation of Special Educators: Upgraded M.A. in Hearing Impairment
Department of Special Education
Teachers College
Columbia University
525 W. 120th Street, Box 223
New York, NY 10027
(212) 678-3880
FAX: 212-678-4048

(continued on next page)

DPP Grants (cont'd)

Claudette Lefebvre, Director
Preparation of Therapeutic Recreation/
Child Life Specialists
Dept. of Recreation, Leisure, PE,
and Sports
New York University
239 Greene Street, Room 635
New York, NY 10003
(212) 998-5605

Sylvia Ross, Director
Special Education Early Childhood &
Infant/Parent Development Programs
Bank Street College of Education
610 West 112th Street
New York, NY 10025
(212) 222-6700

Anna Lou Pickett, Director
Training Model to Prepare Paraprofessionals to Work with Infants
Toddlers & Preschool Children
N.R.C. for Paraprofessionals
CASE/CUNY
25 West 43rd Street, Room 620
New York, NY 10036
(212) 642-2948

Katherine Butler, Director
Preparation of Speech-Language
Pathologists and Audiologists/
Interdisciplinary
Division of Special Education &
Rehabilitation
Syracuse University
805 S. Crouse Avenue
Syracuse, NY 13244-2340
(315) 443-9640

Mary Beth Bruder, Director
Interdisciplinary Masters Program
in Infant Intervention
Family Support/Early Intervention
MRI/Cedarwood Hall Room 425
New York Medical College
Valhalla, NY 10595-1689
(914) 285-7052
FAX: 914-285-1973

Mary Beth Bruder, Director
The MPH Program for Nurses in Early
Intervention
Family Support/Early Intervention
MRI/Cedarwood Hall, Room 425
New York Medical College
Valhalla, NY 10595-1689
(914) 285-7052
FAX: 914-285-1973

NORTH CAROLINA

3-5 (Section 619) Contact

W. L. Rose, Chief Consultant
Kathy Nisbet & Mable Hardison,
Coordinators
Division for Exceptional Children
State Dept. of Public Instruction
116 West Edenton Street
Raleigh, NC 27611
(919) 733-3921 or -3193
SpecialNet: NC.SE
FAX: 919-733-4762

Infant/Toddler (Part H) Contact

Duncan Munn, Chief of Day Services
Developmental Disabilities Section
Div. of Mental Health/Developmental
Disabilities/Substance Abuse Svcs.
Department of Human Resources
325 North Salisbury Street
Raleigh, NC 27611
(919) 733-3654
SpecialNet: NC.MR.DD
FAX: 919-733-9455

Kym Lake, Executive Director
NC Interagency Coord. Council
Department of Human Resources
Adams Building
101 Blair Drive
Raleigh, NC 27603
(919) 733-5993
FAX: 919-733-7447

Chair, Interagency Coord. Council

Betsy Thigpen, ICC Chair
Wages Head Start
P.O. Box 1638
Goldsboro, NC 27530
(919) 734-8846

Nell G. Barnes
ICC Professional Vice Chair &
Director
Learning Together, Inc.
568 E. Lenoir Street
Raleigh, NC 27601
(919) 856-5200

Gayle Underdown, ICC Parent Vice
Chair
4051 4th Street Ln., N.W.
Hickory, NC 28601
(704) 328-9496

EEPCD Demonstration Projects

Karen O'Donnell, Director
Luanne McAdams, Coordinator
Infant Care Project
Department of Pediatrics
Duke University Medical Center
Box 3364
Durham, NC 27710
(919) 684-5513
FAX: 919-684-4564

Carl J. Dunst & Melinda Rab,
Directors
MED-ED (MEDical-EDucation Early
Intervention Project)
Family, Infant & Preschool Program
Western Carolina Center
300 Enola Road
Morganton, NC 28655
(704) 433-2661
FAX: 704-433-6457

Carl J. Dunst, P.I.
Carol Trivette, Director
Cindy Parkey, Coordinator
SEARCH-II (Systems Effect of the
Acquisition of Response-Contingent
Human Behavior)--Teachers
Family, Infant & Preschool Program
Western Carolina Center
300 Enola Road
Morganton, NC 28655
(704) 433-2629
433-2661 (Dunst)
433-2849 (Trivette)
FAX: 704-433-6457

EEPCD Outreach Projects

Mary Lynne Calhoun, Director *
Donna Prendergast, Coordinator
Charlotte Circle Outreach
Department of Teaching Specialties
University of North Carolina at
Charlotte
Charlotte, NC 28223
(704) 547-2531

(continued on next page)

NORTH CAROLINA (cont'd)

EEPCD Outreach Projects (con't)

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Angela Deal, Coordinator
Family Enablement Project
Family, Infant & Preschool Program
Western Carolina Center
300 Enola Road
Morganton, NC 28655
(704) 433-2661 (Dunst)
433-2877 (Deal & project)
FAX: 704-433-6457

Carl J. Dunst, P.I.
Kathy Whaley, Coordinator
Project SUNRISE
Family, Infant & Preschool Program
Western Carolina Center
300 Enola Road
Morganton, NC 28655
(704) 433-2661 (Dunst)
433-2865 (Whaley)
FAX: 704-433-6457

EEPCD Research Institute

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EEPCD Technical Assistance Center

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DID Research Grants

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Gloria Harbin, Associate Director
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Rune Simeonsson, P.I.
Maternal Perceptions and Infant Behaviors
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Donald Bailey, P.I.
Robin McWilliam, Director
Treatment in Early Intervention: A Controlled Longitudinal Comaprison of Treatment Models
Frank Porter Graham Child Development Center
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FAX: 919-966-7532

Carrie Auer, P.I.
Caregiving Antecedents of Development Outcomes in Drug Exposed Infants
Duke University Medical Center
Box 3364
Durham, NC 27710
(919) 684-5513

Carol Trivette & Carl Dunst, P.I.s
Effectiveness and Efficacy of Individualized Family Service Plans
Center for Family Studies
Western Carolina Center
300 Enola Road
Morganton, NC 28655
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433-2661 (Dunst)
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DPP Personnel Preparation Grants

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(continued on next page)

DPP Grant (con't)

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Personnel Preparation for Speech-
Language Pathologists: An
Early Intervention Focus
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Early Intervention and Family
Support Training Program
Family, Infant & Preschool Program
Human Development Research Training
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NORTH DAKOTA

3-5 (Section 619) Contact

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Special Education Division
Department of Public Instruction
State Capitol
Bismarck, ND 58505-0440
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Infant/Toddler (Part H) Contact

Robert Graham, Coordinator
Developmental Disabilities Division
Department of Human Services
State Capitol
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Chair, Interagency Coord. Council

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DPP Personnel Preparation Grants

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Preservice Training in Speech-
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Severely Handicapped Children
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FAX: 614-752-8739

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EEPCD Demonstration Projects

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Kimberly Carlson, Coordinator
Akron City School District Integrated
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Susan Leib, Director
Lisa Leifield, Coordinator
Family-Centered Project: Services
for Foster Care Families
Department of Pediatric Psychology
Children's Hospital Medical Center
of Akron
281 Locust Street
Akron, OH 44308
(216) 379-8590 or -8591
FAX: 216-258-3158

James McDonald, P.I.
Paula Wilkening. Coordinator
Video Mediated Curriculum for Parent-Child Social and Communicative
Development
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Ohio State University
Columbus, OH 43210
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Merci Sorgi, Director
Diane Kulasa-Luke, Coordinator
A Family-Centered Model of
Coordinated Services
Hattie Lartham Foundation
9772 Diagonal Road
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(216) 274-2272
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EEPCD Information Mgmnt. Project

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FAX: 614-766-1186

EEPCD Inservice Training Projects

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Family-Focused Team Training for
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Columbus, OH 43202
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(continued on next page)

OHIO (cont'd)

EEPCD Inservice Training (con't)

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Tallmadge, OH 44278
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FAX: 216-633-2658

Patti Place, Director
Preschool Technology Training Team Project
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EEPCD Outreach Project

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EEPCD Research/Experimental Project

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Comparison of Four Interventions for VLBW Infants
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DPP Personnel Preparation Grants

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Cincinnati Early Intervention Infant and Toddler Training Project
Dept. of Early Childhood & Special Education
College of Education
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FAX: 513-556-1581

Marilyn Espe-Sherwindt, Director
Professionals Relating Effectively to Parents in At-Risk Environments (Project PREPARE)
Special Education Department
University Affiliated Cincinnati Center for Developmental Disorders
Elland & Bethesda Avenues
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(513) 559-4321

David Metz, Director
Preparation of Speech-Language Pathologists and Audiologists to Provide Services to Preschool Handicapped
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Helen Grant & Jane Cass-Smith, PIs
Early Childhood Training in Occupational Therapy
School of Allied Medical Professions
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Interdisciplinary Early Childhood Graduate Training Project
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Training Personnel to Serve Infants, Toddlers and Preschoolers
College of Education
Kent State University
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Early Childhood/Special Needs Emphasis Birth-Two Years Infant/Newborn Specialist Option
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(continued on next page)

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Chair, Interagency Coord. Council

Ann Taylor
1414 Canterbury Place
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(405) 843-6388
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DID Research Grants

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Impact of Federal Policy and Resulting Legislation on Family Systems
Department of Education & Psychology
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University of Oklahoma
Norman, OK 73019-0260
(405) 325-5974 or 325-5405
FAX: 405-325-3242

DPP Personnel Preparation Grants

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Preparation of Physical Therapists for Public School Early Intervention Programs
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(405) 271-2130

Glenda Ochsner, Director
Preparing Doctoral Level Leadership Personnel in Communications for Infants, Toddlers, & Preschoolers
Department of Communications Disorders
College of Allied Health
University of Oklahoma
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EEPCD Demonstration Projects

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Kate Marquez, Coordinator
Community Organization and Video
Technical Assistance Model
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149 W. 12th
Eugene, OR 97401
(503) 342-8445
FAX: 503-484-1108

Charity Rowland & Dean Inman, P.I.s
Philip Schweigert, Coordinator
An Active Learning Approach to the
Acquisition of Functional Problem
Solving Skills
Oregon Research Institute
425 S.E. 11th Avenue
Portland, OR 97214-1318
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Sherry Norstad, Kristine Flentz, E.J.
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EEPCD Inservice Training Projects

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Child Development & Rehabilitation Ctr.
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3181 Sam Jackson Park Road
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Project TEAM: The Related Services
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Teaching Research Division
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EEPCD Outreach Projects

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Angela Giumento, Val Taylor, Judy
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EPS Linked System of Assessment,
Intervention, & Evaluation for
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University of Oregon
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(continued on next page)

EEPCD Outreach (con't)

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345 North Monmouth Avenue
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DID Research Grant

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Preschool Children at Risk for the
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DPP Personnel Preparation Grant

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Preparing Early Intervention Personnel to Work in Rural Areas
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Infants and Young Children
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Training and Support Model for Community Based Preschool/Childcare
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PENNSYLVANIA

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EEPCD Demonstration Project

Kenneth Thurman, Director
Sonia Gonsalves, Coordinator
Parents and Infants Responding (PAIR)
Special Education Program
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Philadelphia, PA 19122
(215) 221-2441 (project
787-6018 (Thurman)

EEPCD Inservice Training Projects

Louise Kaczmarek & Howard Goldstein, P.I.s
Collaborative Consultation: Inservice Training for Related Services Personnel in Early Intervention
Child Language Intervention Program
WPIC--University of Pittsburgh
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Linda Cordisco, Director
Project STEEM: Systematic Training for Early Elementary Mainstreaming
Early Childhood Intervention Program
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FAX: 412-231-4620

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Marilyn Hoyson, Coordinator
LEAP Outreach
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EEPCD Research/Experimental Project

Philippa Campbell, P.I.
Comparative Effectiveness of Two Intervention Approaches for Enhancing Motor Functioning
Temple University
9th Floor, Ritter Hall Annex
13th and Cecil B. Moore
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(215) 787-1395
FAX: 215-787-5130

EEPCD Research Institute

Phillip Strain & Michael Guralnick, P.I.s
Research Institute on Preschool Mainstreaming
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FAX: 412-231-4620

(continued on next page)

PENNSYLVANIA (cont'd)

DID Research Grants

Edward Shapiro, P.I.
Use of Template Matching as a Viable Strategy for Assessment and Intervention
College of Education
Lehigh University
111 Research Drive, Building A
Mountaintop Campus
Bethlehem, PA 18015
(215) 758-3258

Rita Bean, P.I.
An Analysis of Social Studies Curricula and Instruction for Mainstreamed and Mainstreamed Education Students
University of Pittsburgh
5T01 Forbes Quad
Pittsburgh, PA 15260
(412) 648-1774

Mark Wolery, P.I.
Constant Time Delay: Effects of Varying Levels of Procedural Fidelity
Early Childhood Intervention Program
Allegheny-Singer Research Institute
320 East North Avenue
Pittsburgh, PA 15212
(412) 359-1620
FAX: 412-231-4620

Howard Goldstein, P.I.
Effects of Videotaped Self-Modeling on Requesting in Preschoolers with Developmental Disabilities
University of Pittsburgh
3600 Forbes Avenue, Suite 500
Pittsburgh, PA 15213
(412) 624-0921
FAX: 412-624-0926

Howard Goldstein, P.I.
Programming Integration of Preschoolers (Project PIP)
University of Pittsburgh
3600 Forbes Avenue, Suite 500
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FAX: 412-624-0926

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Louise Kaczmarek, P.I.
Teaching Spontaneous Language to Preschoolers with Severe Handicaps
WPIC--University of Pittsburgh
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DPP Personnel Preparation Grants

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Doctoral Program in Pediatric Physical Therapy
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Kenneth Thurman, Director
Master's Degree Training in Early Childhood Special Education
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College of Allied Health Sciences
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Philadelphia, PA 19102
(215) 448-4970

Susan K. Effgen, Director
Preparation of School-Based Pediatric Physical Therapists
Program in Physical Therapy
Hahnemann University
Mail Stop 502
Broad and Vine
Philadelphia, PA 19102
(215) 448-4970

(continued on next page)

PENNSYLVANIA (cont'd)

DPP Grants (con't)

Verna Hart, Director
Early Intervention Personnel
Preparation for Services to
Infants & Toddlers with Handicaps
4F50 Forbes Quad
University of Pittsburgh
Pittsburgh, PA 15260
(412) 648-7449

Jack Neisworth, Director
Lisa Schneider, Coordinator
Empirical Early Interventionist
Program
Special Education Department
Pennsylvania State University
226 Moore Building
University Park, PA 16802
(814) 863-2280

PUERTO RICO

3-5 (Section 619) Contact

Awilda Torres
Director for Early Childhood
Department of Education
P.O. Box 759
Hato Rey, PR 00919
(809) 759-7228
FAX: 809-754-7195

Infant/Toddler (Part H) Contact

Carmen Aviles, Coordinator
Infants & Toddlers with Handicaps
Program
Maternal & Child Health Division
Department of Health
Call Box 70184
San Juan, PR 00936
(809) 767-0870
766-1616, Ext. 2228

Chair, Interagency Coord. Council

Miguel Valencia
Department of Health
Maternal & Child Health Division
Call Box 70184
San Juan, PR 00936
(809) 767-0870

DPP Personnel Preparation Grant

Eloina Rodriguez, Director
Preservice Training in Early
Childhood Special Education
Special Education Program
College of Education
University of Puerto Rico
Rio Piedras, PR 00931-3304
(809) 764-0000, Ext. 2263

RHODE ISLAND

3-5 (Section 619) Contact

Robert Pryhoda, Coordinator
Amy Cohen, Preschool ECSE Consultant
Barbara Burgess, Preschool ECSE Trainer-Consultant/Part H Liaison
Special Educ. Program Services Unit
State Department of Elementary and Secondary Education
Roger Williams Building, Room 209
22 Hayes Street
Providence, RI 02908
(401) 277-3505
SpecialNet: RI.SE
FAX: 401-277-6178

Infant/Toddler (Part H) Contact

William Hollinshead, Commissioner
Ron Calderone, Part H Coordinator
Division of Family Health
State Department of Health
3 Capitol Hill, Room 302
Providence, RI 02908-5097
(401) 277-2312
Ext. 2313 (Calderone)
FAX: 401-277-1442

Chair, Interagency Coord. Council

[Position Vacant]

EEPCD Demonstration Project

Thomas Kochanek, Director
INMESH (Information Management of the Education System for the Handicapped)
Department of Special Education
Rhode Island College
600 Mt. Pleasant Avenue
Providence, RI 02908
(401) 456-8599
FAX: 401-456-8379

DPP Personnel Preparation Grants

Janet Kulberg & David Caruso, Co-Directors
Preparation of Personnel to Provide Long-Term Special Education-Related Services to Infant and Preschool Children with Disabilities
Department of Psychology
University of Rhode Island
311 Chafee
Kingston, RI 02881-0808
(401) 792-4228

Barbara Culatta, Director
Preservice Preparation of Speech Pathologists with a Specialization in the Management of Infant, Preschool, and Severely Handicapped
Adams Hall
University of Rhode Island
Kingston, RI 02881
(401) 792-5969

SOUTH CAROLINA

3-5 (Section 619) Contact

Mary Ginn, State Plan Consultant
Marcia Kelly, 619 Coordinator
Office of Programs for Exceptional Children
State Department of Education
Rutledge Building
1429 Senate Street
Columbia, SC 29201
(803) 734-8465
SpecialNet: SCAROLINAOPH
FAX: 803-734-8624

Infant/Toddler (Part H) Contact

Nancy Fire, Coordinator
Division of Children's Health
Department of Health and Environmental Control
2600 Bull Street
Columbia, SC 29201
(803) 737-4046
FAX: 803-737-4078

Jill C. Barnwell, ICC Staff
Office of the Governor
Division of Health & Human Svcs.
1205 Pendleton Street, Suite 369
Columbia, SC 29201
(803) 734-0561

Chair, Interagency Coord. Council

Cordelia Robinson, Director
Human Development Center
School of Education
Winthrop College
Rock Hill, SC 29733
(803) 323-2244
FAX: 803-328-2855

DID Research Grants

Gerald Mahoney, P.I.
Investigation of Family-Focused Early Intervention Services
Center for Excellence in Early Childhood Education
School of Education
Winthrop College
Rock Hill, SC 29733
(803) 323-2104
FAX: 803-323-2494

Gerald Mahoney, P.I.
Investigations of Early Motor Intervention Procedures
Center for Excellence in Early Childhood Education
School of Education
Winthrop College
Rock Hill, SC 29733
(803) 323-2104
FAX: 803-323-2494

DPP Personnel Preparation Grants

Hiram McDade, Director
Preparation of Masters Level Speech-Language Pathologists and Audiologists
Dept. of Speech-Language Pathology & Audiology
University of South Carolina
Columbia, SC 29208
(803) 777-4813
FAX: 803-777-3081

Harold Powell, Director
Plan to Acheive Accreditation of a Training Program in Speech Pathology and Audiology
Dept. of Speech Pathology & Audiology
South Carolina State College
P.O. Box 7096
Orangeburg, SC 29117
(803) 536-8074
FAX: 803-536-8429

(continued on next page)

DPP Grants (con't)

Cordelia Robinson, Director
Preparation of Early Intervention
Diagnostic Personnel
Human Development Center
Winthrop College
Rock Hill, SC 29733
(803) 323-2244

Cordelia Robinson & Robbie Kendall,
Directors
Preparation of Special Education and
Related Services Personnel to
Work with Young Children with
Handicaps
Human Development Center
Winthrop College
Rock Hill, SC 29733
(803) 323-2244

SOUTH DAKOTA

3-5 (Section 619) Contact

Paulette Levisen
Grant Dual School
RR1, Box 9
Revillo, SD 57259
(605) 623-4482
773-4329
SpecialNet: SDAKOTASSE
FAX: 605-773-6139

Infant/Toddler (Part H) Contact

Rita Vetch
Section for Special Education
Department of Education and
Cultural Affairs
700 Governors Drive
Pierre, SD 57501-2293
(605) 773-4329 or -4478
SpecialNet: SDAKOTASSE
FAX: 605-773-6139

Chair, Interagency Coord. Council

Judy Struck
UAP of South Dakota
University of South Dakota
414 East Clark Street, Julian 208
Vermillion, SD 57069
(605) 677-5311
FAX: 605-677-5124

EEPCD Research Institute

Cecilia Rokusek, Co-P.I.
Early Childhood Research Institute
on Substance Abuse
Center for Developmental
Disabilities
School of Medicine
University of South Dakota UAP
Vermillion, SD 57069
(605) 677-5311
FAX: 605-677-5124
[see also Kansas and Minnesota
addresses]

DPP Personnel Preparation Grant

Lana Svien-Senne, Director
Preparation of Personnel to Work
in Rural Areas
SDUAP/COD
University of South Dakota School
of Medicine
414 East Clark Street
Vermillion, SD 57069
(605) 677-5311

TENNESSEE

3-5 (Section 619) Contact

Joseph Fisher, Associate Assistant Commissioner
Bette Berry, EC Consultant
Office for Special Education
State Department of Education
132 Cordell Hull Building
Nashville, TN 37219
(615) 741-2851
SpecialNet: TN.SE
FAX: 615-741-6236

Infant/Toddler (Part H) Contact

Joseph Fisher, Associate Assistant Commissioner
Sarah Willis, Part H Coordinator
Office for Special Education
State Department of Education
132 Cordell Hull Building
Nashville, TN 37219
(615) 741-2851
741-3537 (Willis)
SpecialNet: TN.SE
FAX: 615-741-6236

Chair, Interagency Coord. Council

Wesley Brown
East Tennessee State University
Box 70,434
Johnson City, TN 37614-0434
(615) 929-4192 or -5849
FAX: 615-929-5918

EEPCD Demonstration Project

Samuel Odom, Eva M. Horn, & William H. Brown, Co-P.I.s
Project BLEND
Peabody College, Box 328
Vanderbilt University
Nashville, TN 37203
(615) 322-2249
FAX: 615-322-8236

EEPCD Outreach Projects

H. Carl Haywood, P.I./Director (Box 9)
Penelope Brooks, Co-P.I. (Box 512)
Susan Warren, Coordinator
Cognitive Education for Young Handicapped Children
Peabody College
Vanderbilt University
Nashville, TN 37203
(615) 322-8380
322-8384 (Warren)
FAX: 615-343-9494

Steven Warren, Director
Donna De Stefano, Coordinator
Magnolia Circle Outreach
Department of Special Education
Peabody College, Box 328
Vanderbilt University
Nashville, TN 37203
(615) 322-8277
FAX: 615-322-8236

DID Research Grants

Steve Warren, P.I.
Enhancing Prelinguistic Development: A Pilot Study
Department of Special Education
Peabody College, Box 328
Vanderbilt University
Nashville, TN 37203
(615) 322-8277
FAX: 615-322-8236

Ann Kaiser, P.I.
Generalized Effects of Early Language Intervention
Department of Special Education
Peabody College, Box 328
Vanderbilt University
Nashville, TN 37203
(615) 322-8186
FAX: 615-322-8236

DPP Personnel Preparation Grants

Lynda Pearl, Director
STEP: Special Training for Early Programming
Center for Early Childhood Learning
East Tennessee State University
Box 15520A
Johnson City, TN 37614
(615) 929-5614

Ann Campbell, Director
Preparation of Early Childhood Special Educators
P.O. Box 413
Middle Tennessee State University
Murfreesboro, TN 37132
(615) 898-2680

(continued on next page)

DPP Grants (con't)

Fred Bess, Director
Communication Disorders in Children:
Early Identification, Assessment
and Intervention
Division of Hearing & Speech Sciences
Vanderbilt University
School of Medicine
Nashville, TN 37212
(615) 322-4099
FAX: 615-343-7705

Ann Kaiser, Director
Leadership Training in Early
Childhood Special Education
Department of Special Education
Peabody College, Box 328
Vanderbilt University
Nashville, TN 37203
(615) 322-8186
FAX: 615-322-8236

Samuel Odom, Director
Preparation of Early Childhood
Special Educators
Peabody College, Box 328
Vanderbilt University
Nashville, TN 37203
(615) 322-2249
FAX: 615-322-8236

Fred Bess, Director
Preparation of Leadership Personnel:
Audiology, Hearing Impairment, and
the High Risk Infant
Division of Hearing & Speech Sciences
Vanderbilt University
School of Medicine
Nashville, TN 37212
(615) 322-4099
FAX: 615-343-7705

Harold Mitchell, Director
Preparation of Minority Personnel to
Provide Speech, Language, Hearing
Services
Department of Speech Pathology and
Audiology
Tennessee State University
3500 John Merritt Blvd.
Nashville, TN 37209
(615) 320-3229
FAX: 615-320-3114

TEXAS

3-5 (Section 619) Contact

Al Stewart, Coordinator
Special Education Programs
Texas Education Agency
1701 North Congress, Room 5-120
Austin, TX 78701
(512) 463-9414
SpecialNet: TX.SE
FAX: 512-475-3575

Infant/Toddler (Part H) Contact

Mary Elder, Administrator
Texas ECI Program
Department of Health
1100 West 49th Street
Austin, TX 78756
(512) 458-7673
FAX: 512-458-7454

Mary Jo Miller
Texas ECI Program
Department of Mental Health/Mental
Retardation
P.O. Box 12668
Austin, TX 78711
(512) 465-4668

Chair, Interagency Coord. Council

Ernest Gotts, Co-Chair
1430 Dumont Drive
Richardson, TX 75080
(214) 235-1329

Zenitha Rosales, Co-Chair
2402 Magnolia Street
Amarillo, TX 79107
(806) 354-5550

DID Research Grant

Michael Brady, P.I.
Effects of High-Probability Requests on
the Acquisition and Generalization of
Social Interactions
College of Education
University of Houston
Houston, TX 77204-5874
(713) 749-1616
FAX: 713-749-1119

DPP Personnel Preparation Grants

Keith Turner, Director
Birth-to-Two Master's Field
Outreach Program
Department of Special Education
College of Education, EDB 408F
University of Texas
Austin, TX 78712
(512) 471-4161

Keith Turner, Director
Early Childhood Special Education
Personnel Training Program
Department of Special Education
College of Education, EDB 408F
University of Texas
Austin, TX 78712
(512) 471-4161

Anne van Kleeck, Director
Training Specialists to Work with
Handicapped Infants and Toddlers
and Their Families
Department of Speech Communication
University of Texas
Austin, TX 78712-1089
(512) 471-1928

Peter Mueller, Director
Preservice Preparation of Personnel
to Work with Communicatively
Impaired
University of North Texas
P.O. Box 5008
Denton, TX 76203
(817) 565-2481

(continued on next page)

DPP Grants (cont'd)

Melissa Bruce, Director
Early Intervention Personnel
Preparation in Communications
Program in Communication Disorders
4800 Calhoun
University of Houston
Houston, TX 77204-6611
(713) 749-2547

Virginia Sowell, Director
Training of Personnel to Serve
Infants and Young Children with
with Visual and Other Handicaps
in Rural Areas
Office of the Provost
Texas Technological University
P.O. Box 4609
Lubbock, TX 79409
(806) 742-2184 or -2345

Virginia Sowell, Director
Training Orientation and Mobility
Specialists in Early Childhood
Office of the Provost
Texas Technological University
P.O. Box 4609
Lubbock, TX 79409
(806) 742-2184 or -2345

UTAH

3-5 (Section 619) Contact

John Killoran, 619 Coordinator
Special Education Section
State Office of Education
250 East 5th South
Salt Lake City, UT 84111
(801) 538-7700 or -7708
SpecialNet: UT.SE
FAX: 801-538-7991

Infant/Toddler (Part H) Contact

George Delavan, Director
Handicapped Children's Services
Chris Kaminsky, Coordinator
Early Intervention Program
Division of Family Health Srvcs.
State Department of Health
P.O. Box 16650-25 BHCS
Salt Lake City, UT 84116-0650
(801) 538-6165 (Delavan)
538-6922 (Kaminsky)
SpecialNet: UTHEALTH
FAX: 801-538-6510

Chair, Interagency Coord. Council

Marianne Johns
Early Intervention Program
Division of Family Health Services
Department of Health
288 North 1460 West
P.O. Box 16650
Salt Lake City, UT 84116-0650
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FAX: 801-538-6510

EEPCD Demonstration Project

Thomas Clark, Director
Project AHEAD (At HomE and At Daycare)
SKI*HI Institute
809 North 800 East
Utah State University
Logan, UT 84322-1900
(801) 750-4601
FAX: 801-755-0317

EEPCD Inservice Training Projects

Elizabeth Morgan, Director
Visually Impaired Inservice in America (VIISA)
SKI*HI Institute
809 North 800 East
Utah State University
Logan, UT 84322-1900
(801) 750-4601
FAX: 801-755-0317

Mark Innocenti & Diane Behl, Co-Directors
The Wasatch Project
Center for Persons with Disabilities
Utah State University, UMC 6580
Logan, UT 84322-6580
(801) 750-2006
FAX: 801-750-2019

EEPCD Outreach Projects

Sarah Rule, Director
Melody Martin, Coordinator
Marlene Deer, Trainer
Integrated Outreach for Utah Project
Center for Persons with Disabilities
Utah State University, UMC 6845
Logan, UT 84322-6845
(801) 750-1991
FAX: 801-750-2044

Adrienne Akers, Director
Multi-Agency Project for Preschoolers (MAPPS) Outreach
Center for Persons with Disabilities
Utah State University, UMC 6583
Logan, UT 84322-6583
(801) 752-3838
FAX: 801-750-2019

Don Barringer, Director
Dorothy Johnson, Coordinator of TA and Training
Project INSITE Outreach
SKI*HI Institute
809 North 800 East
Utah State University
Logan, UT 84322-1900
(801) 750-4601
FAX: 801-755-0317

Don Barringer, Director
Dorothy Johnson, Coordinator of TA and Training
SKI*HI Outreach
SKI*HI Institute
809 North 800 East
Utah State University
Logan, UT 84322-1900
(801) 750-4601
FAX: 801-755-0317

EEPCD Research Institute

Karl White & Glendon Casto, Directors
Mark Innocenti, Project Coordinator
Early Intervention Research Institute
Center for Persons with Disabilities
Utah State University, UMC 6580
Logan, UT 84322-6580
(801) 750-1172
FAX: 801-750-2019

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UTAH (cont'd)

DID Research Grant

Thomas Clark, P.I.
Research on the Effect of Home Intervention for Families of Handicapped Children
SKI*HI Institute
809 North 800 East
Utah State University
Logan, UT 84322-1900
(801) 750-4601
FAX: 801-755-0317

DPP Personnel Preparation Grants

Sarah Rule, Director
Development of a Videodisc-based Program to Teach Naturalistic Intervention Strategies
Center for Persons with Disabilities
Utah State University, UMC 6805
Logan, UT 84322-6805
(801) 750-1987
FAX: 801-750-2044

Sarah Rule, Director
Michaelle Ann Robinson, Lecturer
Ph.D. Emphasis in Special Education
Center for Persons with Disabilities
Utah State University, UMC 6805
Logan, UT 84322-6805
(801) 750-1987
FAX: 801-750-2044

Sarah Rule, Director
Preparation of Certified Early Childhood Educators
Center for Persons with Disabilities
Utah State University, UMC 6805
Logan, UT 84322-6805
(801) 750-1987
FAX: 801-750-2044

Thomas Clark, Director
Roselee McNamara, Coordinator
Statewide Inservice for Early Intervention Personnel to Implement P.L. 99-457
SKI*HI Institute
809 North 800 East
Utah State University
Logan, UT 84322-1900
(801) 750-4601
FAX: 801-755-0317

Athlene Godfrey, Director
Utah Early Intervention Personnel Preparation Project
College of Nursing
University of Utah
25 S. Medical Drive
Salt Lake City, UT 84112
(801) 581-8274

VERMONT

3-5 (Section 619) Contact

Kathy Andrews, 619 Coordinator
Special Education Unit
State Department of Education
120 State Street
Montpelier, VT 05602-2703
(802) 828-3141
SpecialNet: VT.SE
FAX: 802-821-3140

Infant/Toddler (Part H) Contact

Kim Keiser, 0-5 Coordinator
Special Education Unit
State Department of Education
120 State Street
Montpelier, VT 05602-2703
(802) 828-3141
SpecialNet: VT.SE
FAX: 802-828-3140

Chair, Interagency Coord. Council

Angela Capone, ICC C0-Chair
Center for Developmental Disabilities
University of Vermont
499-C Waterman Building
Burlington, VT 05405-0160
(802) 656-4031

Mark Sustic (co-chair)
P.O. Box 163
Fairfax, VT 05454
(802) 868-4457

EEPCD Outreach Project

Wayne Fox, Director
State-Wide Replication of a Model
for ECSE Program Development
in Rural Settings
Center for Developmental Disabilities
The University Affiliated Program
of Vermont
499-C Waterman Building
Burlington, VT 05405-0160
(802) 656-4031
FAX: 802-656-8429

DPP Personnel Preparation Grants

Linda Flynne, Director
Essential Early Education Graduate-
Level Training Program
Center for Developmental Disabilities
University of Vermont
499-C Waterman Building
Burlington, VT 05405-0160
(802) 656-4031

Wayne Fox, Director
Angela Capone, Coordinator
Family-Centered Early Intervention
Personnel Preparation Model
Center for Developmental Disabilities
The University Affiliated Program
of Vermont
499-C Waterman Building
Burlington, VT 05405-0160
(802) 656-4031
FAX: 802-656-8429

Karla Hull, Director
Child Care and Special Education:
An Approach to Training Related
Services Personnel
Schulmeier Hall
Vermont College
Norwich University
Montpelier, VT 05602
(802) 828-8765

VIRGIN ISLANDS

3-5 (Section 619) Contact

Dana Fredebaugh, ECSE Supervisor
Division of Special Education
Department of Education
#44-46 Kongens Gade
St. Thomas, VI 00802
(809) 776-5802

Wanda Hamilton, ECSE Coordinator
Division of Special Education
Department of Education
#21-23 Hospital Street
Christiansted, St. Croix, VI 00802
(809) 773-7697 or -7997
FAX: 809-773-4640

Infant/Toddler (Part H) Contact

Iselyne Hennessey, Project Director
Olaf Hendricks, M.D., Assistant Commissioner
Division of Maternal and Child Health/Crippled Children Services
Department of Health
Knud Hansen Complex
St. Thomas, VI 00802
(809) 774-9000 (Hennessey)
772-5895 (Hendricks)
FAX: 809-774-2820

Chair, Interagency Coord. Council

Patrice Harley
Box 124
13-AE Enighed
Cruz Bay, St. John, VI 00830
(809) 776-6643

VIRGINIA

3-5 (Section 619) Contact

Jaye Harvey, Associate Specialist in ECSE
Susan Creasey, Principal Specialist in Special Education
Division of Early Childhood
State Department of Education
P.O. Box 6Q
Richmond, VA 23216-2060
(804) 225-2655
FAX: 804-371-8796

Infant/Toddler (Part H) Contact

Anne Lucas, Part H Coordinator
Infant and Toddler Program
Department of Mental Health, Mental Retardation and Substance Abuse Services
P.O. Box 1797
Richmond, VA 23219
(804) 786-3710
FAX: 804-371-7959

Chair, Interagency Coord. Council

Gerry Desrosiers, Chair
Virginia ICC
Prince William County Mental Retardation Services
8007 Ashton Avenue
Manassas, VA 22110
(703) 335-7750
FAX: 804-371-3351

EEPCD Demonstration Project

Corinne Garland, Director
Project SpecialCare
Williamsburg Area Child Development Resources, Inc.
P.O. Box 299
Lightfoot, VA 23090-0299
(804) 565-0303
FAX: 804-564-0144

EEPCD Inservice Training Projects

Mary Ellen Hoy, Director
Family Child Care Integration Project
Danny Chitwood Early Learning Institute
2280 N. Beauregard Street
Alexandria, VA 22311
(703) 820-6461

Corinne Garland, Director
Patti Seklemian & Fran Scott, Coordinators
Caring for Infants and Toddlers with Disabilities: New Roles for Physicians
Williamsburg Area Child Development Resources, Inc.
P.O. Box 299
Lightfoot, VA 23090-0299
(804) 565-0303
FAX: 804-564-0144

EEPCD Outreach Project

Corinne Garland, Project Director
Adrienne Frank, Coordinator
Project TRANS/TEAM Outreach
Williamsburg Area Child Development Resources, Inc.
P.O. Box 299
Lightfoot, VA 23090-0299
(804) 565-0303
FAX: 804-564-0144

DPP Personnel Preparation Grants

Nona Flynn, Director
Training Project for Early Intervention Parent/Professional Teams
228 South Pitt Street, Suite 300
Alexandria, VA 22314
(703) 836-2953

Robert Pianta, Director
Multidisciplinary Preparation of Pre-Service Masters Personnel in Intervention with Infants and Families
Curry School of Education
University of Virginia
Ruffner Hall
405 Emmet Street
Charlottesville, VA 22903
(804) 924-0792

Maynard D. Filter, Director
U.S. Preparation of Speech Pathology and Audiology Personnel in Developmental Communication
Dept. of Speech Pathology
James Madison University
Harrisonburg, VA 22807
(703) 568-6440

Robert Gable & Steven Tonelson, Directors
Early/Special Teachers Education Preparation Program
Child Studies Center
Old Dominion University
Norfolk, VA 23529
(804) 683-3157

(continued on next page)

DPP Grants (cont'd)

Bernardine Clarke, Director
Interdisciplinary Field-Based
Graduate Training Program in
Infant/Family Services
Institute for Developmental
Disabilities
Virginia Commonwealth University
Box 567, MCV Station
Richmond, VA 23298
(804) 786-0720

Jennifer Kilgo, Director
Interdisciplinary Training in Early
Childhood Special Education: An
Individualized Approach to Coursework and Field-Based Experiences
School of Education
Virginia Commonwealth University
P.O. Box 2020
1015 W. Main Street
Richmond, VA 23284-2020
(804) 367-1305
FAX: 804-367-1323

WASHINGTON

3-5 (Section 619) Contact

Michael Conn-Powers, Coordinator
Office of the Superintendent of
Public Instruction
Old Capitol Bldg., FG-11
Olympia, WA 98504
(206) 753-0317
SpecialNet: WA.SE
FAX: 206-586-0247

Infant/Toddler (Part H) Contact

Sandy Loerch, Acting Director
Karen Woodsum, Associate for
Consumer Participation
Kathleen Gregory, Doug North, &
Teresa Jitton, Part H Staff
Birth to Six Planning Project
Dept. of Social & Health Svcs.
MS: 45201/OB-44P
Olympia, WA 98504-5201
(206) 586-5596 or -8696 (Loerch)
753-1233 (Woodsum)
586-8692 (Gregory)
754-0800 (North)
586-2810 (Jitton)
SpecialNet: WA.BIRTHTOSIX
FAX: 206-586-5874

Chair, Interagency Coord. Council

Tammy Waritz
Washington PAVE
West 315 Mission
Spokane, WA 99201
(509) 326-1722
FAX: 509-483-0345

EEPCD Demonstration Project

Marie Thompson & Forrest C. Bennett,
Co-P.I.s
The Communication Model
Experimental Education Unit
University of Washington, WJ-10
Seattle, WA 98195
(206) 543-4011
FAX: 206-543-8480

EEPCD Information Mgmnt. Project

Susan Janko, P.I.
Information Management of Services
for Infants and Toddlers in
Washington State
CDMRC
University of Washington, WJ-10
Seattle, WA 98195
(206) 543-0107
FAX: 206-543-5771

EEPCD Inservice Training Project

Clifford Sells, Co-Director
(Washington site)
Janet Valluzzi, Coordinator
(Washington site)
Medically Fragile Inservice for Related
Services Teams (M-FIRST)
CDMRC/CTU WJ-10
University of Washington
Seattle, WA 98195
(206) 685-1350 (Sells)
543-7403 or 685-1350 (Valluzzi)
FAX: 206-543-5571
[see also Oregon address]

EEPCD Outreach Project

Forrest C. Bennett, P.I.
Rodd Hedlund, Project Director
NICU Transition Project
Experimental Education Unit
University of Washington, WJ-10
Seattle, WA 98195
(206) 543-4011

EEPCD Research/Experimental Project

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ECLIPSE
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Joseph Jenkins & Kevin Cole, P.I.s
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(continued on next page)

WASHINGTON (cont'd)

DID Research Grants

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Improving K-8 Language Arts Curricula to Benefit Handicapped
Washington Research Institute
180 Nickerson Street, Suite 103
Seattle, WA 98109
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Joseph Jenkins, P.I.
Kevin Cole, Coordinator
A Longitudinal Follow-up of Graduates from Two Preschool Instructional Models
Experimental Education Unit
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DPP Personnel Preparation Grants

Marie Thompson, Director
Interdisciplinary Family Systems Approach
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FAX: 206-543-8480

Marie Thompson, Director
An Interdisciplinary Family Systems Training Program for Service Providers to Deaf Infants/Toddlers
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Jean Deitz, Director
Preparing Personnel to Serve Infants, Toddlers, and Preschoolers: Occupational Therapy Training in Early Childhood
University of Washington
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Seattle, WA 98195
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Vikki Howard, Director
Early Childhood Special Education Personnel Training Program
School of Education
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WEST VIRGINIA

3-5 (Section 619) Contact

Pam George, Coordinator
Preschool Handicapped
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Infant/Toddler (Part H) Contact

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Charleston, WV 25301
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Wanda Radcliff
Office of Behavioral Health Services
Division of Health
Dept. of Health and Human Resources
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Chair, Interagency Coord. Council

Ken Price, ICC Chair
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DPP Personnel Preparation Grant

Cheryl Pritchard, Director
Preparation of Personnel in Speech-Language Pathology to Work with Infants, Toddlers, Preschoolers, and School Aged Children
Department of Speech Pathology and Audiology
805 Allen Hall
West Virginia University
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WISCONSIN

3-5 (Section 619) Contact

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Jenny Lange, Program Supervisor
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Division for Handicapped Children
and Pupil Services
State Dept. of Public Instruction
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Laurie Tellier, Part H Staff
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Eloise Anderson, Administrator
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EEPCD Inservice Training Project

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George Jesien, Director
Peggy Rosin, Coordinator
Wisconsin Family-Centered Inservice
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EEPCD Outreach Project

Julia Herwig, Director
Patti Herman, Coordinator
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FAX: 608-742-2384

(continued on next page)

DID Research Grant

Thomas Kratochwill, P.I.
Parent Consultation and Competency-Based Training: Modifying Noncompliance in Preschool Children
Wisconsin Center for Education Research
University of Wisconsin--Madison
750 University Avenue
Madison, WI 53706
(608) 262-5912
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DPP Personnel Preparation Grants

David J. Franks, Director
Training Teachers of Infants, Toddlers and Preschoolers at High Risk or Disabled in a Family-Centered Interdisciplinary Model
Department of Special Education
University of Wisconsin
Eau Claire, WI 54720
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Ann Higgins-Hains, Director
Respecting the Full Range of Diversity across Early Childhood Settings
Department of Exceptional Education
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WYOMING

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777-7115 (Johnson)
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Chair, Interagency Coord. Council

Terri Dawson
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PROJECT ABSTRACTS

Delivering Special Education Services in Urban Culturally Diverse Child Care Centers to Preschool Age Children with Disabilities Prenatally Exposed to Drugs/Alcohol

Nondirected Demonstration Project — Funding Period: 1991-94
Director: Shizuko Akasaki — Telephone: (213) 625-4564
Fiscal Agency: Los Angeles Unified School District (Los Angeles, CA) — Grant No.:H024B10028

PURPOSE: To develop a model for serving children in publicly funded child care settings who display developmental delays in language and/or cognitive development.
TARGET: Preschool-age children who exhibit social/emotional and behavioral difficulties as well as delays in language and/or cognitive development. The majority of these children have been prenatally exposed to drugs and/or alcohol, are identified as abused or neglected, or were born to teenage mothers. Most are members of racial, ethnic, or linguistic minority groups.
APPROACH: The project will employ a milieu teaching process in which services to target children will be integrated into their child care program. Children also will receive individual services if deemed necessary. The intervention model will combine knowledge from child intervention, family systems, and cultural diversity research. The focus will be on examining child coping behavior as an outgrowth of biological and environmental factors. Children's behavior will be viewed first as communication. Strategies to change behavior will involve nonaversive consequences, as well as modifying the environment and adult behavior. Families will be involved in parent-to-parent support activities, in addition to receiving the desired assistance with child behavior outside the child care setting.
OUTCOME: Children will learn ways of coping with stress which will enable them to function within mainstream educational and social environments. Training materials, including written, audio, and video products, will be developed and disseminated for model replication.

Implementing IFSPs in a Culturally Diverse Infant Program

Nondirected Demonstration Project — Funding Period: 1990-93
Director: Lisbeth Vincent — Telephone: (213) 343-5270
Fiscal Agency: California State University (Los Angeles, CA) — Grant No.: H024B00063

PURPOSE: To develop a model for implementing the individualized family service plan (IFSP) with families in a culturally diverse early intervention program in an urban setting.
TARGET: Families of Hispanic or Asian background with limited English proficiency who come from impoverished backgrounds and who have children, birth to age 3 years, with or at risk for disabilities; some of the parents may also be developmentally disabled.
APPROACH: The project will use a six-step process for implementing IFSPs: 1) Philosophy, Values and Operating Principles, in which the team examines its own values about families, child rearing, and interdisciplinary team functioning; 2) First Contacts, which focuses on building rapport, explaining the process, and setting the stage for families as active decisionmakers in their child's intervention; 3) Assessment--Family and Child Needs and Resources, which involves information gathering methods; 4) Working IFSP Developed, during which child and family goals are collaboratively set; 5) Implementation and Monitoring, which emphasizes co-case management between family members and professionals; and 6) Evaluation. Families are given choices about the goals and services selected, and how information is gathered. Both professional and paraprofessional staff will implement the IFSP process and provide feedback on the model. Parents and other family members will evaluate the process through questionnaires, interviews, and focus group discussions.
OUTCOME: Project information will be disseminated at local, state, and national conferences. Video, audio, and written materials describing the model will be produced and disseminated.

Demonstration Early Childhood Project: Effective Partnerships for Integrated Classrooms

Nondirected Demonstration Project
Directors: Sue McCord & Susan Moore
Fiscal Agency: University of Colorado at Boulder (Boulder, CO)

Funding Period: 1990-93
Telephone: (303) 492-3047
Grant No.: H024B00045

PURPOSE: To provide an integrated, comprehensive, and developmentally appropriate model for inclusive education of preschool and elementary-age children, including children at risk or identified with disabilities.

TARGET: Children age 3 to 8 years, with a focus on those who have developmental and educational challenges.

APPROACH: During the first year, the project designed a classroom to support integration of young children with disabilities, used an advisory board, worked with parents, and observed and assessed peer interaction, classroom management, and attitudinal factors. During the second year, the project will select first and second grade classrooms to serve as sites for model implementation. Model components will include supported integration, family partnerships, transdisciplinary team facilitation and interagency collaboration, developmentally appropriate curricula, and transition planning. These components will be developed and evaluated through a CORE team process that involves parents, classroom teachers, paraprofessionals, administrators, specialists, community volunteers, and EPIC personnel. Preservice and inservice training will be provided for replication through university programs.

OUTCOMES: Dissemination efforts will include local, state, and national presentations at professional conferences, articles for relevant journals, training materials and videotapes, and evaluation materials.

CAPS (Caregiver and Parent Support): Hospital-Based Intervention for High Risk Infants

Nondirected Demonstration Project
Director: Barbara Browne
Fiscal Agency: George Washington University (Washington, DC)

Funding Period: 1989-92
Telephone: (202) 994-6170
Grant No.:H024B90032

PURPOSE: To develop and implement a comprehensive identification, intervention, and referral program for biologically and/or environmentally at risk infants, their families, and child care providers.

TARGET: Infants and families from the Intensive Care Nursery at George Washington University Hospital, with one or more of the following: abnormal neurological examination, maternal substance abuse, teenage mother, single mother, low socioeconomic status, or infant in day care (full- or part-time).

APPROACH: Project CAPS is established around the principles that the functional and adaptive (as well as dysfunctional and maladaptive) characteristics of infants can be identified at each point in the development sequence, thereby providing a basis for planning intervention. Services to infants and families begin in the NICU and continue through transition from hospital to home. When the infant is at home and medically stable, group intervention services are offered which bridge gaps created by program waiting lists and admissions requirements. Other services include high-risk follow-up clinic, parent support groups, community liaison and case management, and home- and center-based training for child care providers.

OUTCOMES: The project assumes that "goodness of fit" of parent, infant, and environment is most important to the developmental outcome of the premature/high-risk infant and family. Interventions are sensitive to the behavioral idiosyncracies of each infant.

Project CARE (Coordinate and Access Resources for Early Intervention)

Nondirected Demonstration Project — Funding Period: 1991-94
Directors: Donald Kates & Nancy Striffler — Telephone: (202) 338-1698 or 687-8784
Fiscal Agency: Georgetown University Child Development Center (Washington, DC)) — Grant No.: H024B10004

PURPOSE: To demonstrate that infants, toddlers, and preschoolers with disabilities, and their families, receive a more comprehensive array of needed services as a result of improved access to and support from a coordinated system of early intervention funding streams.
TARGET: Young children with special needs and their families; and state and community service delivery systems.
APPROACH: The project will develop an interactive process model for planning and implementing a financing system for early intervention and preschool services. The project will research existing information on financing community-based systems of care for young children, and will examine the impact of improved financing systems upon service delivery. Project staff will work at the state and community levels to ensure that a mix of funding sources are accessed for a comprehensive service delivery system. Such policies will be sufficiently flexible to meet changing needs and priorities. The project will conduct on-site workshops and follow-up visits to train staff in the model and review progress.
OUTCOME: The model will help states and communities develop a mix of funding sources needed for full implementation of a comprehensive service delivery system. Outcomes include a) an increased number of children enrolled in Medicaid, b) an increased number of children participating in EPSDT, c) an increased number of services reimbursed by Medicaid, and d) and an increased number of funding sources used by families who do not qualify for Medicaid.

Connection Hints: A Model for Implementing 99-457 in a Large Inner City

Nondirected Demonstration Project — Funding Period: 1991-94
Principal Investigator(s): Abigail Baxter & Wynetta Frazier — Telephone: (312) 413-1567
Fiscal Agency: University of Illinois at Chicago (Chicago, IL) — Grant No.: H024B10082

PURPOSE: To ensure participation in early intervention of chronically disadvantaged families.
TARGET: Families of infants with or at high risk for developmental disabilities due to combined biological and environmental factors, who live in the inner city of Chicago.
APPROACH: The model will translate previous efforts to enable and empower families so that these constructs are applicable to families who are disenfranchised from public and private resources. Two problems are addressed: 1) the sense of helplessness that debilitates families in their use of health, educational, housing, and social welfare resources; and 2) the infrastructure of health, educational, and social service agencies which efficiently provide too few resources to individuals in need due to heavy caseloads, inflexible policies and regulations, lack of empowerment of agency employees, and the anticipation of failure. The model will personalize the relationship to early intervention through three service delivery processes: active case collaboration with families and agencies; responsive effort by early intervention professionals based on a continuum of increasingly self-initiated action by families; and systematic reinforcement of professionals in a variety of agencies for provision of resources that empower families. These processes will occur in the context of weekly home visits or four days per week at a center-based program. A nondirective "hinting" process will be used to help families generate solutions to problems they have identified and to assist agencies in meeting families' needs.
OUTCOMES: Parents will become increasingly responsible for identifying and meeting family needs and reduce their need for professional assistance. Parental adaptations, participation in early intervention, network involvement, and developmental status of the child will be evaluated.

Technology Team Assessment Process (TTAP)

Nondirected Demonstration Project
Director: Patricia Hutinger
Fiscal Agency: Western Illinois University (Macomb, IL)

Funding Period: 1989-92
Telephone: (309) 298-1014
Grant No.: H024B90038

PURPOSE: To develop a cost-effective functional technology assessment model, based on decision theory, that provides assessment and follow-up for young children with disabilities.

TARGET: Children, birth to age 8 years, with moderate to severe disabilities that prevent them from interacting effectively with the people and objects in their environment; their families; and the staff of schools and agencies. Children exhibit one or more of the following: physical disability, sensory deficit, inability to maintain visual contact or grasp of objects, or lack of response to objects or activities in the physical environment.

APPROACH: TTAP's goals are 1) to enable children to make full use of current technology, including computer hardware, peripherals, switches, and software; 2) to enhance the knowledge and skills of families and local education agency and service agency staff so they can function as members of the assessment team; and 3) to recommend appropriate technology and activities to promote optimal child development in normalized settings. Model Development Objectives include developing functional assessment measures and materials, procedures for working with families, a follow-up system, and evaluation. Service Delivery Objectives include conducting assessments, involving families and agency staff, and evaluating service delivery.

OUTCOMES: Products to be developed include a tested technology assessment measure, a CD-ROM which will run on a Macintosh LC containing child assessment activities and procedures for engaging families in the assessment process. A multimedia training package which will run on a Macintosh LC will include the CD-ROM together with a videodisc format, and will be used to train assessment teams at other sites.

Southeast Kansas Regional Birth to Three Project

Nondirected Demonstration Project
Directors: Lee McLean & David Lindeman
Fiscal Agency: University of Kansas (Parsons, KS)

Funding Period: 1990-93
Telephone: (316) 421-6550
Grant No.: H024B00105

PURPOSE: To develop and implement a model for delivery of services to at-risk, developmentally delayed, or handicapped children and their families who reside in rural areas.

TARGET: Infants and toddlers, birth to age 3 years, with or at risk for developmental delays, and their families.

APPROACH: The project will develop a model which offers varied levels of resources and services based on the needs of a given family. The project has five components: 1) Referral and Identification, involving distribution of new baby information packets through hospital neonatal units and area service providers, awareness activities for physicians and the general public, medical community liaison, and a single point of contact for referrals to service coordination; 2) Screening/Assessment/Monitoring, provided through regional screening clinics by a transdisciplinary team; 3) Family Services, including informational services and parent-to-parent support programs; 4) Intervention and Service Delivery, offering flexible home- or center-based service options, with case management; and 5) Regional Service Coordination, through establishment of a Regional Interagency Coordinating Council and interagency agreements. The project will use a modified transdisciplinary team model with multiple levels of staff, including paraprofessionals as well as professionals. Service delivery will be adapted to fit the needs of a rural area.

OUTCOMES: The project goals are the establishment of an identification and referral network in southeastern Kansas, development of a locally operated early intervention program, and development of a replicable model.

Project GAINS (Gaining Access/Integrating Needed Services)

Nondirected Demonstration Project
Director: Joanne Brady
Fiscal Agency: Educational Development Center (Newton, MA)
Funding Period: 1990-93
Telephone: (617) 969-7100
Grant No.: H024B00095

PURPOSE: To enhance the ability of child care programs nationwide to offer quality, integrated services for young children with disabilities by creating a replicable program model.
TARGET: Children, age 6 weeks through 5 years, with serious disabilities, who reside in Manchester, NH.
APPROACH: A community planning process will bring together parents, early intervention providers, the early childhood professional community, and the special education community to establish a joint decisionmaking process. The Community Planning Team will tailor the program model to the strengths and needs of the specific community, and conduct a community-wide needs assessment. A staff development program will pair inservice training for child care staff and community providers of special services with a form of expert/team coaching that provides a deeper understanding of the issues and accommodations needed to mainstream young children with serious disabilities. Training will be designed to bring together parents, administrators, specialists, and volunteers whenever possible. Activities will include inservice workshops, training in classroom adaptation to accommodate children with serious disabilities, and creation of a resource support network of therapists and specialists to act as coaches to teachers in mainstream settings. A Volunteers in Day Care program will increase staff:child ratios essential for mainstreaming individual children without increasing day care providers' or parents' costs. An Administrative components will support program implementation activities.
OUTCOMES: Dissemination of project information will include workshops, conference presentations, and journal articles.

EPIC: Ecobehavioral Programming for Individual Children

Nondirected Demonstration Project
Director: Scott McConnell
Fiscal Agency: University of Minnesota (Minneapolis, MN)
Funding Period: 1990-93
Telephone: (612) 624-6300
Grant No.: H024B00068

PURPOSE: To support the development, implementation, and initial evaluation of two interconnected systems for early childhood special education programs.
TARGET: Children, age 2 through 5 years, with developmental delays who currently are enrolled in early childhood special education programs.
APPROACH: The Ecobehavioral System for Complex Assessment of Preschool Environments (ESCAPE) will be adapted for use by ECSE practitioners for observational assessment of ecobehavioral interactions in classroom settings. This instrument provides for recording three categories of behavior or classroom activities: ecological variables, teacher variables, and student variables. In the adaptation, descriptions of child performance will be expanded, and categories will be added to describe more clearly the interactions between child behaviors and the behaviors of others. The project will develop procedures and guidelines to help teachers translate ecobehavioral data and observational information into classroom programs for individual children with disabilities. The project also will develop teacher-operated systems to a) monitor progress on educational objectives for individual children, b) summarize classroom needs by objective and by student, and c) plan classroom activities for current objec-tives of all students. Inservice training materials and consultation procedures will be developed to help teachers consider ecobehavioral interactions in developing classroom programs.
OUTCOMES: School districts nationwide will receive information on the design, operation, and effectiveness of the EPIC model. Assistance in the form of presentations, documentation, and inservice training will be available to potential replication sites.

Dynamic Communication Process Model: For Rural and Remote Regions

Nondirected Demonstration Project	Funding Period: 1990-93
Director: Ted Maloney	Telephone: (406) 243-5467
Fiscal Agency: University of Montana (Missoula, MT)	Grant No.: H024B00036

PURPOSE: To demonstrate a Dynamic Communication Process Model designed to improve communication between parents and professionals in the provision of individualized early intervention services for infants and toddlers with or are at risk for disabilities, and their families.
TARGET: Infants and toddlers who have or are at risk for disabilities, their families, and professionals.
APPROACH: The project will implement a dynamic communication process model for families and professionals to employ in the development, implementation, and evaluation of the individualized family service plan (IFSP). The model emphasizes parent-professional and professional-professional interactions related to planning the IFSP, developing an IFSP during a meeting, and implementing services specified in the IFSP. The five communication processes addressed are 1) effective listening, 2) using clear messages, 3) developing a positive communication environment, 4) resolving conflict, and 5) arranging the environment for effective communication. The model will reflect a family-focused approach to early intervention and family support services, and will address the unique features of rural service delivery.
OUTCOMES: The project will produce five technical reports analyzing key features and components; six guidelines for implementation of portions of or total components of the Dynamic Communication Process; a project manual for model replication of the Dynamic Communication Process; and journal articles. The model will be implemented in two early intervention service programs which are part of Montana's statewide child and family service system for young children with handicaps and their families.

Successful Integration of Infants and Toddlers with Disabilities through Multidisciplinary Training

Nondirected Demonstration Project	Funding Period: 1990-93
Director: Martha Eshoo	Telephone: (603) 898-1858
Fiscal Agency: Ann G. Haggart Associates, Inc. (Hampton, NH)	Grant No.: H024B00097

PURPOSE: To develop inservice training materials that will prepare professionals and caregivers to provide and coordinate child care services for infants and toddlers with disabilities.
TARGET: Child care staff, including caregivers, educational program specialists, and administrators; and young children, birth to age 3 years, whose functional achievement in cognitive, social and/or physical domains places them at risk.
APPROACH: All staff will receive on-site training in disability awareness. Other training activities will be designed to address specific skill competencies. For caregivers, ten basic competency modules will be enhanced to provide pertinent information on infants and toddlers with disabilities. Print/video materials that can be used in a workshop format will be developed for each of the ten modules. Educational program specialists will receive 30 hours of training in exceptionality and early childhood special education through an institute format, with follow-up consultation as needed. A set of print/video training modules will be developed for their use. Child care administrators will receive 12 hours of training in management procedures that are task specific to integration. Individual training/demonstration will be provided as needed for particular children.
OUTCOMES: Dissemination activities include an informational brochure, journal articles, and conference presentations. Other products include a guidebook on integrating infants and toddlers with disabilities, and a set of self-directed training video and print modules.

Project NEW-TeamS (Neurobehavioral, Ecological, Wholistic Team System)

Nondirected Demonstration Project
Director(s): Patti Oetter & Carol Westby
Fiscal Agency: N.M. University Affiliated Program
(Albuquerque, NM)

Funding Period: 1991-94
Telephone: (505) 272-3000
Grant No.: H024B10099

PURPOSE: To develop, evaluate and replicate a process-oriented observational instrument that describes and interprets behaviors of infants and toddlers with disabilities; and to develop competency-based training materials necessary to support use of the instrument by a transdisciplinary team.
TARGET: Infants and toddlers with or at risk for disabilities and their families from varied cultural and socioeconomic backgrounds; and multidisciplinary professionals involved in early intervention (e.g., physicans, physical therapists).
APPROACH: The project will develop an observational process and instrument for use in assessment of and programming for infants and toddlers with special needs. The approach will identify treatment objectives, specify strategies for learning, describe underlying capabilities, address impressions from knowledgeable adults, identify variables affecting interactions (people, objects, etc.), and support a match between the child's capabilties and learning tasks. A common set of competencies needed by early interventionists will be identified and evaluation methods for each competency developed. Attainment of these competencies will provide trainees with the basis for additional training in transdisciplinary teaming. The project will produce training modules, videotapes, and manuals to support use of the model.
OUTCOMES: Expected outcomes include increased competence of professionals from various disciplines through specific training on competencies common to all disciplines and essential to transdisciplinary teamwork.

Integrated Early Intervention Service Delivery Project

Nondirected Demonstration Project
Director: Mary Beth Bruder
Fiscal Agency: New York Medical College (Valhalla, NY)

Funding Period: 1989-92
Telephone: (914) 285-7052
Grant No.: H024B90031

PURPOSE: To demonstrate the feasibility of using existing early childhood programs (day care and nursery schools) as early intervention placements for infants and toddlers with developmental delays.
TARGET: Young children, birth to age 3 years, with mild to severe disabilities.
APPROACH: The project will assist early intervention programs in utilizing community-based early childhood settings for service delivery purposes. The project has four interrelated components: 1) training for early childhood and special education staff, families of children in early childhood special education, and nondisabled peers; 2) service delivery (e.g., providing the necessary supports and specialized services to enhance the child's participation in routines and activities within the early childhood setting); 3) evaluation (e.g., child's developmental status, social and play skills, level of engagement with environment, family' perception of the child, family's needs for social support); and 4) policy development for local intervention agencies, day care and nursery schools, and state agencies responsible for licensing day care providers.
OUTCOMES: The project will evaluate delivery of services to children in these settings, and will develop training manuals for specific audiences.

Infant Care Project: A Mother-Child Intervention Model Directed at Cocaine Use during Pregnancy

Nondirected Demonstration Project	Funding Period: 1991-94
Director: Karen O'Donnell	Telephone: (919) 684-5513
Fiscal Agency: Duke University Medical Center (Durham, NC)	Grant No.: H024B10046

PURPOSE: To provide comprehensive and continuous support and developmental services to women using cocaine during pregnancy, and their infants.
TARGET: Pregnant women who acknowledge using cocaine during their pregnancy; mothers of newborns with acknowledged history of or positive toxicology screen for cocaine; and community health, educational and developmental service providers.
APPROACH: The aim is to provide secondary and tertiary prevention of developmental disabilities in prenatally drug-exposed infants. The project offers direct service delivery, and training and coordination with community services. The direct service component is designed to integrate the needs of substance-abusing women and their infants prenatally, neonatally, and in postnatal care. The model is coordinated with routine health care for mother and infant and is applicable in urban or rural (within a 50-mile radius of Durham) settings. The project addresses substance abuse, fetal and child development, parent-child relationship, and family support. Substance abuse counseling is available and ongoing, but the mother does not have to be in drug rehabilitation to participate in the project. The second component of the model involves systematic inservice training to community agencies that care for drug-using women, their affected children, and their families. The project will develop training and replication materials.
OUTCOMES: The project is expected to result in improvements in parent-child attachment, infant developmental and behavioral outcomes, knowledge and use of drug treatment options, social support systems, and access to community services.

MED-ED (MEDical-EDucational Early Intervention Project)

Nondirected Demonstration Project	Funding Period: 1989-92
Directors: Carl Dunst & Melinda Raab	Telephone: (704) 433-2661
Fiscal Agency: Western Carolina Center (Morganton, NC)	Grant No.: H024B90011

PURPOSE: To demonstrate a collaborative approach for meeting the educational and health-related needs of medically fragile infants and toddlers, and their families.
TARGET: Children, birth to age 3 years, who are referred to regional hospitals at birth for specialized treatment, and whose health impairment may interfere with ongoing provision of early intervention services; and their families. Children are medically vulnerable (e.g., respirator-dependent), or extremely low birthweight and premature.
APPROACH: The model has four components: 1) Regional/Local Collaboration, designed to establish coordinated efforts between North Carolina hospitals and local community-based service delivery systems; 2) Family-Centered Support, designed to assist parents in gaining access to community-based health care and early intervention services; 3) Community Health Education, designed to enhance the ability of staff of early intervention, day care, and preschool programs to serve medically fragile children; and 4) Health Care Networking, designed to assist community-based health practitioners in implementation and follow-through of health care plans. Project staff are available to assist pediatricians, public health nurses, day care and early intervention program staff, and other human services professionals. Staff also work with family members to mobilize resources to enhance and maintain the health and well-being of the family.
OUTCOMES: Dissemination efforts will target decisionmakers, public school personnel, professionals from human service agencies, teachers and child care workers, students in training, and other professionals and paraprofessionals who provide care to preschool children.

SEARCH-II: Systems Effect of the Acquisition of Response-Contingent Human Behavior--Effects on Teachers

Nondirected Demonstration Project
Director: Carol Trivette
Fiscal Agency: Western Carolina Center (Morganton, NC)

Funding Period: 1990-93
Telephone: (704) 433-2849
Grant No.: H024B00015

PURPOSE: To provide high-quality intervention services to severely/profoundly retarded and multiply handicapped children and their teachers in classroom-based programs, by demonstrating that, in addition to the acquisition of response-contingent behaviors by children, there are first-, second-, and higher-order influences on child and teacher behaviors.
TARGET: Children, birth to age 8 years, with severe/profound retardation and multiple handicaps for whom traditional methods of assessment and intervention are generally ineffective.
APPROACH: Using a systematic assessment/intervention model, SEARCH-II will provide center-based services three times a week to participating children and teachers. Children will be provided with the opportunity to take an active role in interactions with both social and physical environments. Project features include systematic assessment of the child's response capabilities; identification of appropriate and reinforcing environmental events; manipulation of environmental events and child responses to provide opportunities for active control; careful monitoring of child performance; and ongoing revision and updating of response-contingent learning procedures for individual children. Active teacher involvement in program development is considered a key factor in consistent implementation and child progress.
OUTCOMES: The project will demonstrate that early intervention with severely and profoundly handicapped children is more efficacious when it is viewed from a systems, rather than from a traditional child development, perspective. The project will develop a manual documenting how the first-, second-, and higher-order effects of response-contingent learning can be established.

Akron City School District Integrated Preschool Project

Nondirected Demonstration Project
Director: Mary Beth Kluge
Fiscal Agency: Akron City School District (Akron, OH)

Funding Period: 1990-93
Telephone: (216) 434-1661, Ext. 3041
Grant No.: H024B00064

PURPOSE: To demonstrate a continuum of integrated preschool programs by building on an existing model where children with a variety of disabilities have been integrated into community Head Start programs.
TARGET: Preschool and kindergarten children, ages 3 to 6 years, with disabilities.
APPROACH: The project will apply an interagency approach combining expertise from public education, Head Start, early education programs, and consultants. The model stresses development of IEPs, implementation of family activities, and staff training and development. A team of interdisciplinary professionals will provide the services needed in the integrated preschool placement. Before the child's transition to kindergarten, a team consisting of parents and staff at sending and receiving placements will develop a plan stating any necessary activities to be accomplished during preschool, at home, or for preparation for kindergarten placement. Project staff will follow through to ensure that needed equipment or support services are available. Staff development and training will be provided for child care, preschool, Head Start, and kindergarten personnel. Family support and training will include preparation for IEP meetings, access to family support groups in the community, and individualized training. Project management will be facilitated by an advisory board working in coordination with interagency efforts, state and local funding sources, and local school personnel.
OUTCOMES: In addition to program implementation throughout the Akron area, dissemination activities will include journal articles and conference presentations.

Family-Centered Model of Coordinated Services for Young Children with Chronic Illness and Disabilities: Personalized Pediatric Coordination Services

Nondirected Demonstration Project
Director: Mercy Sorgi
Fiscal Agency: Hattie Larlham Foundation (Mantua, OH)

Funding Period: 1991-96
Telephone: (216) 274-2272
Grant No.: H024B10079

PURPOSE: To validate and replicate an experimental family-centered model of coordinated services for families and their young children who have chronic health care needs.
TARGET: Children, birth to age 8 years, with complex health care needs that require nursing care or medical technology throughout the day; and their families.
APPROACH: The model will provide family-centered, cost-effective, coordinated services for medically fragile/technology-dependent children and their families through (a) developmental and health intervention in community early intervention, day care, and preschool programs; (b) parent education and support; (c) service coordination, including resource and referral services and assistance with transitions; (d) respite services and training; and (e) professional training opportunities. The PPCS service model includes the following components: referral and intake; the IFSP; services for infants and young children and families; case management (service coordination), including coordination of transitions; and training of service providers (e.g., early intervention, day care, respite care). All services for children and families will be implemented through a family-centered approach that promotes parents' participation as members of the care team and facilitates their decision-making role. Children will receive appropriate services in their homes and community environments selected by their families.
OUTCOME: Anticipated outcomes include less stress for families, more effective use of community resources by families, and medical and developmental adjustment and gains for children. The project will develop training materials to support model replication.

Family-Centered Project: Services for Foster Care Families of Infants and Toddlers Exposed Prenatally to Drugs

Nondirected Demonstration Project
Director: Susan Leib
Fiscal Agency: Children's Hospital Medical Center of Akron
(Akron, OH)

Funding Period: 1991-94
Telephone: (216) 379-8950
Grant No.: H024B10014

PURPOSE: To develop a model of preventative early intervention services for young children exposed prenatally to drugs; and to provide support, information, and training for the foster parents who are caring for these children, and their natural parents (as appropriate).
TARGET: Infants and toddlers, birth through age 3 years, who have been exposed prenatally to drugs and who have been placed in a foster home.
APPROACH: The model has five components: coordinated referral system, initial home visits, preventative early intervention services for children, training and support for foster care families, and ongoing training for early intervention and agency staff. During home visits, project staff will determine family needs, concerns, and priorities and collect baseline data. Parents will establish desired the outcomes for themselves and their children. Children will be incorporated into an existing system of early intervention services. A preventative model of services that promotes child development will be used with children not at risk for significant developmental delays. Foster care families will receive information and training on characteristics of drug-exposed children, management of child behavior, parental stress, and promoting development of language and social skills. The project will offer inservice training and staff education program on drug effects, intervention strategies, infant-parent interaction, and high-risk dyads for profesionals who serve these children and their families.
OUTCOME: The project is expected to decrease the frequency of moving children from one foster home to another due to children's behavioral problems, and to promote child developent.

A Video Mediated Curriculum for Parent-Child Social and Communicative Development

Nondirected Demonstration Project	Funding Period: 1990-93
Director: James MacDonald	Telephone: (614) 292-8365
Fiscal Agency: Ohio State University Research Foundation (Columbus, OH)	Grant No.: H024B00100

PURPOSE: To develop and implement an interactive video-mediated curriculum supplemented by specific professional and caregiver handbooks for training parents and other caregivers to assist developmentally delayed children in their social and communicative development.

TARGET: Children, birth through age 6 years, with developmental delays; their families and other caregivers, including teachers and day care workers; and professionals in special education and related service fields.

APPROACH: The project will provide a curriculum for establishing professionals, parents and other caregivers as partners in assisting children with developmental delays to become social and communicative. The Ecological Communication (ECO) model will be adapted into an interactive curriculum which will be implemented with groups of parents and children through internal programs, inservice training, and external programs. Specific interactive video-mediated curricula will be developed, along with professional and caregiver handbooks to parallel the video components that address adult interaction styles (match, nondirectiveness, emotional attachment, responsiveness); interactive assessment; and intervention with infants with or at risk for disabilities (e.g, Down Syndrome, autistic-like, literacy delays). Emphasis is placed on empowering professionals, parents, and other caregivers.

OUTCOMES: A network will be established to disseminate the model to parents and professionals.

An Active Learning Approach to the Acquisition of Functional Problem-Solving Skills for Young Children with Multiple Disabilities

Nondirected Demonstration Project	Funding Period: 1990-93
Directors: Charity Rowland & Dean Inman	Telephone: (503) 232-9154
Fiscal Agency: Oregon Research Institute (Eugene, OR)	Grant No.: H024B00007

PURPOSE: To design active learning experiences for young children with multiple disabilities to teach them to solve problems in the physical environment.

TARGET: Children, age 3 to 8 years, with severe mental retardation in addition to sensory or orthopedic impairments, who attend Portland Metropolitan Area Public Schools.

APPROACH: The project will conduct a survey of generic problem-solving skills necessary for young children with multiple disabilities to function effectively and independently across functional life settings. The project will refine existing procedures for assessing functional problem-solving skills, develop materials highly motivating to children with multiple disabilities for incorporation into problem-solving tasks, and design active learning experiences that provide practice in solving problems in the physical environment. These experiences will provide children with a) generic skills that are necessary to solve problems in the physical environment, b) the motivation to attempt to solve problems as they arise, and c) systematic problem-solving experiences in a variety of generalized settings. The skills to be learned are ones (such as opening containers, searching for objects, using simple tools) that will enhance many areas of daily life, including play, personal care, mobility, pre-academic, and feeding skills.

OUTCOMES: Procedures developed through the project will form the basis of a curriculum manual and an assessment manual. Dissemination activities will include conference presentations and advertisement of products and project results via SpecialNet.

A Community Organization and Video Technical Assistance Model for Establishing Quality Supplemental Day Care for Handicapped Children

Nondirected Demonstration Project	Funding Period: 1989-92
Director: Larry Irvin	Telephone: (503) 342-8445
Fiscal Agency: Oregon Research Institute (Eugene, OR)	Grant No.: H024B90024

PURPOSE: To develop a model program for establishing and maintaining quality day care and after school care for children with special needs, birth to age 8 years, in infant, toddler, preschooler, and early elementary school special education programs.
TARGET: Children, birth to age 8 years, with moderate to severe handicaps; their families; advocates, special education professionals; and day care personnel.
APPROACH: The model has three components. Community Organization, Education, and Sponsorship offers a set of recommended activities and accompanying resource materials to guide implementation and recruit local sponsorship. Expanding Local Expertise through Training and Technical Assistance offers community college continuing education training for day care providers; technical assistance to direct service providers; and provision of self-instructional materials, including videotapes and manuals, through a local resource library. Training will address integrated day care, the role of the Daycare Resource Specialist, working with families, socialization, adapting day care activities to meet children's special needs, basic skills for handicapped learners, behavior management, and communication. Enhancing Resources addresses service issues through linkage, equipment grants and training stipends, and a registry and referral program.
OUTCOMES: The project offers a model of integrated generic day care as a supplemental service to provide basic physical care, leisure activities, and social integration experiences for the child, and respite and an opportunity to work for parents.

Nondirected Model Demonstration Program: Activity-Based Intervention

Nondirected Demonstration Project	Funding Period: 1991-94
Director: Diane Bricker	Telephone: (503) 346-3568
Fiscal Agency: Center on Human Development, University of Oregon (Eugene, OR)	Grant No.: H024B10062

PURPOSE: To examine the feasibility and effectiveness of an activity-based intervention approach with infants and young children who have disabilities or are at risk.
TARGET: Children, birth to age 3 years, with or at risk for disabilities; and their families.
APPROACH: Activity-based intervention is a child-directed, transactional approach that embeds training on children's goals and objectives in routine, planned, or child-directed activities and uses logically occurring antecedents and consequences to develop functional and generalizable skills. Routine activities are predictable events, such as meals or dressing. Planned activities are those that ordinarily do not happen without adult intervention. Child-directed activities are those initiated by the child. The project will employ the intervention model in three different settings which serve different populations of children and families: a community-based educational program serving infants of teenage parents; an integrated center-based program for toddlers and their families; and a mainstream child care setting for toddlers and their families. A major focus is on interagency collaboration. Parental/caregiver involvement and home programming will be coordinated with center-based activities. Evaluation will be conducted at three levels: daily/weekly monitoring of child progress, quarterly monitoring of child and family progress, and annual overall program impact on child and family.
OUTCOME: The project will provide data on the effectiveness of activity-based intervention, the feasibility of using the approach across settings and interventionists, and the level of training required for successful implementation.

Parents and Infants Responding (PAIR)

Nondirected Demonstration Project	Funding Period: 1989-92
Director: Kenneth Thurman	Telephone: (215) 787-6018
Fiscal Agency: Temple University (Philadelphia, PA)	Grant No.: H024B90028

PURPOSE: To develop a model of intervention that will decrease the cumulative risk associated with very low birthweight (VLBW), low socioeconomic status, and single adolescent motherhood, by encouraging appropriate, stimulating mother-child interaction patterns.
TARGET: Single, adolescent, low socioeconomic status mothers whose infants weigh 800 grams or less at birth and are at risk medically and environmentally for poor developmental outcome.
APPROACH: Half of the families receive services through the hospital social service department, which provides support to families during hospitalization and links them to community service agencies at discharge; the other half receive services through PAIR which go beyond those routinely provided by social service departments. There are four components of the PAIR program: engagement, intervention, maintenance, and empowerment. Daily visits by project staff while infant and mother are still hospitalized post-delivery focus on the mother's feelings about herself and her child. Intervention to improve functional development of the infant is coordinated with medical care in the NICU and addresses the child's cognitive, language, motor, and social development. Individual interaction profiles are developed for each mother-child dyad. After discharge, emphasis shifts to maintenance of attachment and interaction skills, helping families locate social supports, and empowering the mother through development of advocacy, vocational, and educational skills.
OUTCOMES: The project will develop manuals and training workshops.

Project BLEND (Beginning Learning Experiences in Developmental Integrated Groups and Home)

Nondirected Demonstration Project	Funding Period: 1991-94
Principal Investigators: Samuel Odom, Eva Horn & William Brown	Telephone: (615) 322-2249
Fiscal Agency: Peabody College, Vanderbilt University (Nashville, TN)	Grant No.: H024B10108

PURPOSE: To develop an ecological model for early intervention that will lead to children's successful and independent participation in normalized, nonsegregated community settings and in the home, and foster transition to the next educational/child care environment.
TARGET: Children with disabilities, ages 18 to 36 months, with or at risk for developmental delay, and their families. Priority will be given to children with the following characteristics: prenatal exposure to drugs or alcohol, prematurity, chronic illness, teenage mother, low socioeconomic status, parental retardation or other disability, and ethnic/cultural diversity.
APPROACH: The project has four components: Service Coordination for Families, to develop child and family goals and facilitate access to child care and related services; Integration Consultation, to design and implement an individualized, activity-based early intervention program for young children with disabilities, in collaboration with child care workers; Family-Center Bridging, to assist families in developing an activity-based program for the home that fosters their child's acquisition of developmentally important skills and coordinates the intervention activities occurring in the child care center with naturally occurring experiences in the home; and Transition Services, to support the child and family in making the transition to future settings.
OUTCOME: It is anticipated that project children will acquire skills more rapidly and maintain skills to a greater extent than children not enrolled in the program, and that family members will gain skills necessary for them to serve as advocates and service coordinators for their children.

Project AHEAD (At Home and At Daycare)

Nondirected Demonstration Project
Director: Thomas Clark
Fiscal Agency: SKI*HI Institute, Utah State University (Logan, UT)

Funding Period: 1991-94
Telephone: (801) 752-4601
Grant No.: H024B10066

PURPOSE: To develop and implement state-of-the art best practices which deliver transdisciplinary services to noncategorical infants, toddlers, and preschoolers with disabilities, and their caregivers.
TARGET: Families of noncategorical children with disabilities, birth through age 5 years; and caregivers in day care, clinic or hospital, and/or preschool center-based programs.
APPROACH: The project will use an early delivery model with the following design: 1) development and implementation of procedures for working with local early intervention and early childhood education agencies to provide day care-based services; 2) implementation of a family-centered needs assessment and IFSP; 3) development of a noncategorical resource manual that includes a description of family-centered home/day care services, information for Parent Advisors on working with families, materials for promoting child-family interaction, materials for integrating developmental activities into programming, and resources for providing training, support, and coordination of day care services; 4) recruitment, selection, and training of Parent Advisors in delivery of services; 5) implementation of regular home-based, day care services to families of children with disabilities in noncategorical programs; 6) development and implementation of transdisciplinary supportive service components; and 7) development and implementation of a transition program from the home to center-based programming.
OUTCOMES: The project will result in a replicable model that can be implemented on a local, regional or statewide basis to provide home-based and day care services to families and caregivers of children with special needs.

Project SpecialCare

Nondirected Demonstration Project
Director: Corinne Garland
Fiscal Agency: Williamsburg Area Child Development
Resources, Inc. (Lightfoot, VA)

Funding Period: 1990-93
Telephone: (804) 565-0303
Grant No.: H024B00113

PURPOSE: To expand child care options for families of young children with disabilities through training of caregivers throughout Tidewater, Virginia.
TARGET: Families of young children with disabilities; and center- and home-based caregivers.
APPROACH: The project has a six-step design: 1) establishing working relationships with state and local agencies; 2) identification of children and parents to participate; 3) identifying caregivers and screening for health and safety criteria; 4) training of caregivers so that care can be extended to children with disabilities; 5) technical assistance for trained caregivers through information, materials, and, if necessary, on-site coaching; and 6) evaluation. SpecialCare will use a curriculum designed for home- and center-based caregivers who integrate children with disabilities into their child care setting. The four-level curriculum addresses basic elements of care, such as health and safety; information about integrating young children with disabilities into the child care setting; information specific to the care of the children being served; and continuing assistance in meeting the needs of children with disabilities. Training will focus on increasing the caregiver's competence and confidence in caring for children with disabilities, in order to expand care options for families whose children have disabilities.
OUTCOMES: Products will include information packets/brochures for caregivers and a curriculum for home- and center-based caregivers. The project will establish a permanent technical assistance system for trained caregivers in the Tidewater area.

The Communication Model Demonstration

Nondirected Demonstration Project
Director: Marie Thompson
Fiscal Agency: Experimental Education Unit,
University of Washington (Seattle, WA)

Funding Period: 1991-1992
Telephone: (206) 543-4011
Grant No.: H024B10086

PURPOSE: To develop a model that will help young children with or at risk for disabilities improve their communication skills and remediate language deficits.
TARGET: Children, birth to age 3 years, who are at risk due to prenatal exposure to drugs or alcohol, or who have been identiifed as having Down Syndrome or developmental delays in communication, language, and speech; and their families.
APPROACH: The model will address all aspects of receptive language skills first, and then early pragmatics, including the "give-for-help" technique, which will lead to the development of expressive language. Focus will be placed on turntaking; recognition of and appropriate response to early communication intentions; building concepts and receptive vocabulary through experiential programming; improving "listening" skills by teaching children how to focus and discriminate sounds; and the use of "vocal play" to teach speech production, first at the phonetic level, then at the linguistic level. Information will be presented to children via total communication (simultaneous use of sign and voice). Information and models will be provided to parents/caregivers so that they have an understanding of the process and can use appropriate procedures with their children. The model includes both home- and center-based features. Parents participate as members of the interdisciplinary team and assist in identifying objectives and monitoring their child's progress.
OUTCOME: The model will result in a replicable communication "package" that will help children improve communication skills.

Part H MIS

Information Systems Project
Director: Richard Smiley
Fiscal Agency: Alaska Department of Education (Juneau, AK)

Funding Period: 1990-92
Telephone: (907) 465-2970
Grant No.: H024M00009

PURPOSE: To develop a low-end microcomputer information system for tracking Part H clients in rural and low-population states and localities.
TARGET: Children, birth through age 2 years, with special needs, and their families; and staff of early intervention programs.
APPROACH: The project will develop two modular components based on proprietary software. The first component will be an application template to collect electronic data from field offices which provide services to infants and toddlers with handicaps and their families. The second component will be a relational database for integrating data collected from multiple public and private providers, and is intended for use by Part H central offices (master database). The data collection system and the master database may be used together or separately, depending on the needs of the end user. The database will be useful for statewide planning and budgeting purposes. Training in use of the system will be provided through one-day seminars.
OUTCOMES: The project will demonstrate that statewide data management systems can be built piece by piece, rather than requiring one large computer implementation project. The use of commercial software will allow for operation of a decentralized management information system not dependent on computer programmers for development, implementation, or maintenance. Documentation will be designed to facilitate both operation and dissemination activities. Products will include separate reference manuals and users' guides for the two components, and a design handbook that will tie the components together.

Co-Track

Information Systems Project
Director: Cindy Unger
Fiscal Agency: Colorado Department of Health (Denver, CO)

Funding Period: 1990-92
Telephone: (303) 331-8274
Grant No.: H024M00012

PURPOSE: To develop and evaluate an automated information management system for tracking, managing, and planning services for children with special needs and their families.
TARGET: Infants and toddlers, birth through age 2 years, their families, and service providers.
APPROACH: Co-Track Information Management System is designed to facilitate effective service coordination, mechanize information reporting, analyze resource distribution, and evaluate the distribution of services. The software utilizes a modular approach so that sections of the program may be added or deleted, depending on a particular agency's needs. Included within the same program are Co-Track Interagency, a module addressing child find and interagency needs, and Co-Track Health, a module addressing the needs of local health departments and nursing sections to allow different agencies involved in Part H to share information. Co-Track Interagency addresses Child/Family Data, Scheduling, Resource Directory, Reports, and Utilities. The Tracking portion records information on screening, evaluation, IFSPs, staffing, and early intervention services and supports. Once results of an event are recorded, options are available to record data about outcome referrals. The program includes a Tickler System that can be operated manually or automatically activated any time a follow-up date is entered on the system.
OUTCOMES: Co-Track Interagency is being distibuted to local Child Find, Interagency Coordinating Councils, and Community Center Boards on request. Since many local agencies are funded by numerous sources and have concomitant data reporting requirements, data items have been specifically included so that most data reporting, formerly done manually, will automatically run off the Co-Track system.

Information Management of Services for Handicapped Infants and Toddlers

Information Systems Project	Funding Period: 1990-92
Director: Michael Resnick	Telephone: (904) 334-1360
Fiscal Agency: University of Florida (Gainesville, FL)	Grant No.: H024M00007

PURPOSE: To develop a microcomputer-based information management system to track young children with special needs through state, district, and local service delivery networks.
TARGET: Infants who require neonatal intensive care at birth and subsequent interagency medical care and developmental and intervention services; their families; and service providers.
APPROACH: The system is designed around the technology of local area networks: separate microcomputers housed at different sites communicating with a central processor. Tracking will be achieved through linked records: a birth record that is not modifiable, and a three dimensional demographic record which allows for repeated modifications (e.g., changes in last name), none of which are overwritten. The system will include 1) a common demographic data entry format for use at different agency sites, 2) a health care tracking system, 3) a MIS system that can be used across agencies, 4) common reporting document software for use at county, district, and statewide levels, 5) a fiscal management system that tracks delivery of services by funding source, 6) a reporting system for needed service which go unfunded or are unavailable, and 7) fiscal projection software to estimate dollars necessary to provide such services. The system will be able to transfer information electronically to agencies that will serve children at age 3 years.
OUTCOMES: Products will include a users' manual for all work products, summary report documents, and a training manual. Each component will be field-tested at multiple sites, including hospital, developmental agency, primary care provider, outpatient specialty clinic, local school district, and state agency.

Early Intervention Tracking System (EITS)

Information Systems Project	Funding Period: 1990-92
Director: Robert A. Stodden	Telephone: (808) 956-5009
Fiscal Agency: University of Hawaii at Manoa (Honolulu, HI)	Grant No.: H024M00008

PURPOSE: To develop, implement, and evaluate an integrated statewide data system to track early intervention services.
TARGET: Children, birth through age 8 years who need, or are at risk of needing, early intervention services.
APPROACH: The project design encompasses four phases: 1) System Planning (formulation of the model, compilation of information about exemplary approaches, and specification of parameters); 2) System Development (development of data forms, system software, and specific procedures for data collection, analysis, and reporting); 3) System Implementation (training of agency staff in use of the system); and 4) System Evaluation. The system will be coordinated with existing referral sources, early intervention programs, case managers, and pediatricians to ensure workability, limit intrusiveness, address agency concerns (e.g., confidentiality), and coordinate with existing data collection efforts. The system will modify existing agency instruments to assure that common data elements are collected. Systems will be electronically linked through modems or floppy disks to minimize use of personnel in data entry.
OUTCOMES: EITS will track and count children and families in need of early intervention services, indicate services received, identify the types and locations of services provided, identify providers and their funding sources, and coordinate with programs serving preschool-age children to ensure that these programs are aware of children who will transition form early intervention services. The project's goal is to monitor those entering the system until age 8.

Establishing an Early Intervention Information Management System for Ohio

Information Systems Project	Funding Period: 1990-92
Directors: Cindy Oser and Sue Benford	Telephone: (614) 644-8389
Fiscal Agency: Ohio Department of Health (Columbus, OH)	Grant No.: H024M00004

PURPOSE: To develop, implement, and evaluate an automated information management system for early intervention.

TARGET: Children, birth through age 2 years, with special needs, and their families; and personnel in state and local agencies.

APPROACH: Using a newly developed interactive data collection software system at the local level and building on a series of linked state-level databases, the information management system (IMS) will merge state and local data into an unduplicated data set. The IMS will build on the existing statewide maternal and child health data collection system and on related databases in the Ohio Department of Health. The system will enable the lead agency to collect data required for child count purposes on infants and toddlers eligible for early intervention services and to evaluate the quality and effectiveness of the service system. Local system development will focus on installation of a referral, tracking, and transition system through existing interagency collaborative groups in each of Ohio's 88 counties. Prior to local installation, descriptive data on current information management capabilities will be collected and analyzed. The system will be pilot-tested in Year 1 and implemented statewide in Year 2.

OUTCOMES: The goal of the project is to expand and refine the existing state agency data system to ensure an unduplicated count of infants and toddlers receiving early intervention services. Products will include a software program, accompanying documentation, user's guides for local and statewide implementation, and demonstration diskettes for dissemination purposes.

Project INMESH: Information Management of the Education System for the Handicapped

Information Systems Project	Funding Period: 1990-92
Director: Thomas Kochanek	Telephone: (401) 465-8599
Fiscal Agency: Rhode Island College (Providence, RI)	Grant No.: H024M00013

PURPOSE: To develop and field-test a prospective, interagency, population-based information system for developmentally delayed and high-risk infants and toddlers and their families.

TARGET: Children, birth to age 5 years, who are developmentally delayed or high risk; their families; and local and state agencies providing services to these populations.

APPROACH: The project will 1) develop a series of standardized protocols which record pertinent demographic, diagnostic, service, and cost data for all handicapped and high-risk children; 2) develop and implement a series of integrated, standardized protocols which record serial screening data for all children, birth to age 5 years; 3) develop an integrated, compatible hardware/software infrastructure which permits data merges across health, education, and social service programs; 4) develop documentation and a user's guide which permit either replication or modification of INMESH by national and regional adoptive sites; 5) develop data confidentiality and protection policies which are sensitive to families, service agencies, and state governmental agencies and are consonant with prevailing statutes and regulations; and 6) ensure the integration of INMESH into the statewide plan for infant/toddler services via the Interagency Coordinating Council.

OUTCOMES: Potential benefits of the project include eliminating gaps in social, education, and health systems; reducing frustration among administrative agencies; and graduated improvement in service delivery to children and families.

Information Management of Services for Infants and Toddlers in Washington State

Information Systems Project	Funding Period: 1990-92
Director: Susan Janko	Telephone: (206) 543-0107
Fiscal Agency: University of Washington (Seattle, WA)	Grant No.: H024M00003

PURPOSE: To develop, implement, and evaluate a nonintrusive, automated information management system (AIMS) for tracking, managing, and planning early intervention services.

TARGET: Young children, birth through age 2 years, with or at risk for developmental disabilities; their families; service providers; and policymakers.

APPROACH: AIMS operates at four levels: direct services (linking identification/tracking and service delivery systems, and monitoring services and resources); local agencies (pooling of data for local planning and decisionmaking); regional/state policy (compilation of program and agency data for state planning); and federal (meeting Part H data collection requirements). The project's approach is based on several assumptions: 1) The system must be easy for families and service providers to understand and use; 2) The system must be able to respond to both current and future needs of communities; and 3) The system must enhance coordination and communication among families, agencies, and service systems. Components include software that complements the IFSP process and meets individual, program, and federal reporting requirements. A central directory of services also is available. Training materials are being developed.

OUTCOMES: The system will produce reliable information addressing the planning needs of families, service providers, and policymakers; establish a link with state and local Child Find and case management efforts to promote early identification and access to continuous, comprehensive, and coordinated services; and interface with existing tracking and data collection systems.

Preparation of Early Childhood Paraprofessionals and Related Professionals to Deliver Integrated Developmentally Focused Child Care for Medically Fragile Infants and Toddlers

Multidisciplinary Training Project	Funding Period: 1989-92
Director: Sandra Petersen	Telephone: (303) 270-8826
Fiscal Agency: JFK Development Center, University of Colorado Health Sciences Center (Denver, CO)	Grant No.: H024P80027

PURPOSE: To develop a systematic inservice training program to prepare paraprofessionals and trainees in related disciplines to deliver developmentally focused child care to medically fragile infants and toddlers in normalized, nonsegregated settings.
TARGET: Child care paraprofessionals, and preservice and inservice professionals in infant intervention, early childhood education, psychology, occupational and physical therapy, nursing, and speech/language; and medically fragile infants and toddlers.
APPROACH: Child care paraprofessionals will receive training in the health care of medically fragile infants and toddlers and in a "child care as early education" model incorporating special services into daily routines. Training for related services professionals will focus on competencies in a team-based approach to collaboration with generic child care programs. Specialized training will be offered in interdisciplinary assessments with parental collaboration, development of individualized child care plans and individualized family service plans, and developmental programming for young children at risk for developmental disabilities. Training and support will be provided for parents and volunteers. A Community Integration Team will provide community-based follow-up and consultation.
OUTCOMES: The project will develop print and audiovisual training materials.

Bridging the Gap: Inservice Training for Child Care Personnel

Multidisciplinary Training Project	Funding Period: 1989-92
Director: Victoria Y. Rab	Telephone: (202) 994-6170
Fiscal Agency: George Washington University (Washington, DC)	Grant No.: H024P90017

PURPOSE: To develop a replicable inservice model to train multidisciplinary child care personnel to serve young children with handicaps in integrated community-based programs.
TARGET: Multidisciplinary personnel in community-based day care and preschool programs, including teachers, administrators, and teaching assistants.
APPROACH: Training will be provided over a two-year period to staff of four community-based day care and preschool programs. Level I training focuses on orientation, awareness, and basic knowledge of normal development and handicapping conditions. Level II training focuses on the needs of specific children who have been integrated, with emphasis on communication and social interaction skills. Level III training addresses self-identified goals of child care staff. The project will recruit children who are receiving services in early intervention and special education programs in Arlington County to be placed part-time or full-time in integrated, community-based settings, with project staff providing case management, transition planning, and liaison. Orientation sessions will be provided for all families. Children enrolled in the program participate in activities to promote awareness of individual differences and to prepare them for the integration of children with special needs into their classrooms. Project staff will help programs identify staff roles and responsibilities, the changes required in those roles in order to serve children with special needs, and the skills needed to implement the new roles.
OUTCOMES: A series of two manuals (classroom staff and program directors) will be developed and published for field use.

Technology Inservice Project

Model Inservice Training Project	Funding Period: 1991-94
Director: Patricia Hutinger	Telephone: (309) 298-1634
Fiscal Agency: Western Illinois University (Macomb, IL)	Grant No.: H024P10077

PURPOSE: To develop, demonstrate, evaluate, and disseminate a competency-based technology inservice model that is responsive to the staff development needs of early intervention personnel.
TARGET: Early intervention team members (educators, families, program assistants, occupational therapists, physical therapists, speech/language therapists, social workers); and program administrators.
APPROACH: Training is designed to extend the roles of the target audience, providing them with skills in using technology applications with children and for management productivity. Based on a transdisciplinary team approach, content and procedures will be individualized according to the role and needs of participants. Modules are organized around two components, Child Applications and Adult Productivity, each containing a menu of awareness and application modules. Initial awareness training will be provided on-site or at Macomb. Applications training will occur at Macomb, with follow-up at the participant's homr site, by videotape exchange, and through group meetings. Technology competencies for participants will be delineated. Direct observation of participants working with children and technology in their own sites and in cooperating practicum sites is planned. The project will explore training and follow-up options via satellite-delivered interactive video programs. College credit is available.
OUTCOMES: The project will increase the number of early intervention and preschool personnel who use technology applications in programs addressing infants, toddlers, and preschoolers with a variety of disabilities and their families.

The UIC Therapeutic Partnership Project

Inservice Training/Related Services Project	Funding Period: 1990-93
Director: Mary Lawlor	Telephone: (312) 996-6901
Fiscal Agency: University of Illinois at Chicago (Chicago, IL)	Grant No.: H024P00028

PURPOSE: To develop a comprehensive inservice training program that will increase and improve early childhood therapy services for children with special needs and their families.
TARGET: Occupational and physical therapists who are not working, who work outside early childhood, or who work in early childhood settings, but are not trained to provide comprehensive family-oriented intervention and highly specialized services for specific risk populations.
APPROACH: The project's philosophy is that best therapy practice results when therapists 1) form effective partnerships with children and families; 2) recognize, respect, and integrate the perspectives of all intervention team members; 3) share responsibility for service implementation; and 4) apply their skills in a cost-effective manner that maximizes developmental outcome. The project offers multi-level, competency-based, interdisciplinary training that integrates academic learning and clinical practica. Training is offered at three levels: a) Foundational, offering a lecture series and extensive supervised practicum; b) Enrichment, involving a continuing education program with didactic sessions and videotape case analysis; and c) Advanced, addressing specialized competencies with supervised practicum experiences. Follow-up activities include monthly meetings emphasizing faculty and peer review of assessment, treatment, and consultation sessions using videotapes of actual interventions. Participants can custom design training components that most directly meet their professional development needs. Training will be integrated within educational offerings at the University of Illinois at Chicago.
OUTCOMES: Anticipated outcomes include increased numbers of therapists who provide effective family-oriented intervention services within interdisciplinary settings in Illinois.

Best Practices in Integration (BPI Project)

Multidisciplinary Training Project	Funding Period: 1989-92
Directors: Susan Klein & Susan Kontos	Telephone: (812) 855-6508 or (317) 494-2942
Fiscal Agency: Institute for the Study of Developmental Disabilities, Indiana University (Bloomington, IN)	Grant No.: H024P90012

PURPOSE: To design a two-tier inservice training model to ensure provision of quality early intervention, special education, and related services to infants, toddlers, and preschoolers with handicaps in integrated community-based programs.
TARGET: Family day care providers; child care, preschool, and kindergarten teachers; early intervention specialists; early childhood educators; early childhood special educators; and allied health and related services professionals.
APPROACH: The BPI Project has five components: 1) Community Preparation and Planning, to promote integration options, obtain local agency support, and identify placement sites; 2) Inservice Training Model, to provide collaborative training in effective integration practices; 3) Impact, to provide for model dissemination; 4) Evaluation; and 5) Management and Internal Support. The training model has two tiers: one focusing on the consultation process for early childhood special educators, and the other focusing on community-based direct service providers.
OUTCOMES: The project will utilize didactic and field-based training to prepare professionals in the following areas: collaborative problem-solving, knowledge expansion regarding community-based programming, and interactive communication.

Project KITS: Kansas Inservice Training System

Model Inservice Training Project	Funding Period: 1991-94
Directors: Julianne Cripe & David Lindeman	Telephone: (316) 421-6550
Fiscal Agency: University Affiliated Program, University of Kansas (Parsons, KS)	Grant No.: H024P10080

PURPOSE: To meet the need in Kansas for inservice training and technical assistance to early childhood special education programs through development of a collaborative statewide system.
TARGET: Teachers, paraprofessionals, related service professionals, community program personnel, parents, and administrators involved in early childhood special education.
APPROACH: The model will address three levels of training (state, regional, and individual) through the identification of statewide priorities and regional needs assessments, and the implementation of Individual Development Plans, currently used by many Kansas professionals for recertification. KITS will emphasize the utilization and coordination of existing structures and opportunities for staff development. Three Educational Service Centers (ESCs) will serve as regional sites for determining local needs and delivering training through a variety of methods, including workshops, credit seminars, technical assistance consultations, and visitations. Some training will be delivered through interactive television, a distance learning system available through ESCs which connects sites within each region, across regions, and throughout the state. The project will work with institutions of higher education and other EEPCD projects to develop training content. Year 1 statewide training will focus on LRE and transdisciplinary approaches.
OUTCOMES: The project will contribute to the development of a collaborational, statewide system of inservice training. The project also will provide the opportunity of meeting identified CSPD objectives for permanent certification of provisionally certified staff and continuing education for recertification.

Project Lexington

Multidisciplinary Training Project
Director: Rebecca Howe
Fiscal Agency: Human Development Institute,
University of Kentucky (Lexington, KY)

Funding Period: 1989-92
Telephone: (606) 257-5219
Grant No.: H024P90020

PURPOSE: To develop a program to prepare child care personnel to facilitate the integration of children with disabilities into generic child care settings.
TARGET: Teachers, teaching assistants/aides, and support personnel (e.g., health consultants, therapists, and administrators) in community child care agencies.
APPROACH: Project objectives address four areas: training for child care personnel to work with children with special needs; expansion of integrated child care options; increased interagency cooperation and collaboration; and research into best methodologies for training and integration. The project's approach is community-based, interagency-focused, and child-centered. Training is tailored to the specific needs and competencies of trainees. Following needs assessment, trainees move through a series of training activities, including 1) introductory self-study materials to assure a common language and familiarity with basic information; 2) competency-based classroom instruction targeted to skills needed to plan environments and implement activities to assure full participation of children with special needs; 3) practicum experiences in a program which provides fully integrated child care; and 4) on-site follow-up consultation and technical assistance. A research and evaluation design is included which will use pre/post testing and 6- to 12-month follow-up observation procedures to evaluate the effectiveness of training and the extent of integration.
OUTCOMES: Information and materials supporting the model will be disseminated nationally.

Building Blocks: An Early Childhood Inservice Education Program for Speech-Language Pathologists and Audiologists

Inservice Training/Related Services Project
Director: Camille Catlett
Fiscal Agency: American Speech-Language-Hearing Association
(Rockville, MD)

Funding Period: 1990-93
Telephone: (301) 897-5700
Grant No.: H024P00052

PURPOSE: To develop inservice education procedures for speech-language pathologists and audiologists, focusing on service delivery to infants and toddlers, birth through age 2 years, with disabilities, and their families.
TARGET: Speech-language pathologists and audiologists.
APPROACH: The project will develop six instructional modules with accompanying print materials that address family-focused services, team approaches, multicultural perspectives, audiologic assessment and intervention, oral-motor assessment and intervention, and language assessment and intervention. Training will be provided through one-day inservice workshops, conducted in conjunction with state speech-language-hearing association meetings to allow accessible, low-cost training events. The project will develop a resource guide for each state, outlining state and local funding resources, service agencies and providers, family networks, and disability groups. Each guide will identify service programs to facilitate access to exemplary practicum sites for project trainees.
OUTCOMES: Dissemination activities include direct mailings to advocacy groups, professional groups, and university training programs; electronic bulletin board messages; press releases and articles; presentations at national conferences; and product dissemination.

First CHANCE (Children with Handicaps Assisted and Nurtured in Childcare Environment)

Model Inservice Training Project	Funding Period: 1991-94
Director: Margaret Ciski O'Hare	Telephone: (617) 828-7497
Fiscal Agency: Enable, Inc. (Canton, MA)	Grant No.: H024P10045

PURPOSE: To develop and implement a transdisciplinary training program to support early childhood personnel in providing appropriate and effective education and related services to young children with disabilities in integrated community-based settings.
TARGET: Professionals and paraprofessionals who are already working in child care, but who have not been trained to work with children with disabilities, birth to age 8 years.
APPROACH: The inservice training will use a dynamic curriculum which is practical, problem-oriented, and specific to the individual learner. The curriculum has two tracks. The foundation track provides basic information and introduces skills in teaching and caring for young children with disabilities, including sessions on fostering creativity in children, celebrating differences in development, understanding difficult behavior, and developing parent-professional partnerships. The specialization track addresses information and practical skills specific to individual child needs, including sessions on specializing early childhood settings, adapting the environment for a nonmobile child, communicating with a nonverbal child, positive behavioral management, and inclusive curriculum for the child with a developmental delay. Training will involve both module presentations and field experience.
OUTCOMES: The project will increase the capacity of community-based early childhood programs to integrate and provide services for children with disabilities within existing program structures.

Family-Focused, Infant-Toddler, Transagency Training Project (Project F.I.T.)

Model Inservice Training Project	Funding Period: 1991-94
Director: Rita Benn	Telephone: (313) 577-5244
Fiscal Agency: Merrill Palmer Institute (Detroit, MI)	Grant No.: H024P10046

PURPOSE: To develop, demonstrate, evaluate, and disseminate a model to "retrain" early intervention service providers.
TARGET: Early intervention service providers from a variety of disciplines and agencies throughout Michigan.
APPROACH: The project will develop a three-phase, didactic, case-consultation training model that is family-focused. Phase 1, Instructional, will consist of lectures, group discussion, and case review. Topics will include normative and atypical development, transitions and tasks of parenthood, family ecology, multicultural diversity, transdisciplinary assessment, medically vulnerable populations, parent-professional partnerships, and team building. Phase 2, Case-Consultation, will focus on individual families, or issues related to the professional's ongoing work with families of children with special needs. Group problem-solving will be encouraged in order to facilitate team cohesion and role expansion. Phase 3, Follow-up, will consist of regional workshops addressing issues that arise in implementing family-focused service delivery in local communities. Training will be provided to 12 multidisciplinary, multi-agency groups of 10 to 14 participants, including parents.
OUTCOMES: Anticipated outcomes include improvements in the quality of service provision to families and infants with or at risk for disabilities; and improvements in working relationships across community agencies. Project trainees will train others in family-focused services. The project will develop a manual and materials to support training.

Inservice Training and Support of Personnel to Serve Young Children with Disabilities

Model Inservice Training Project
Director: James Knoll
Fiscal Agency: Developmental Disabilities Institute,
Wayne State University (Detroit, MI)

Funding Period: 1991-94
Telephone: (313) 577-2654
Grant No.: H024P10029

PURPOSE: To develop and replicate a model of specialized training and ongoing support for personnel in preschool and child care programs to enable them to serve young children with disabilities and their families.

TARGET: Professionals and paraprofessionals who provide services for young children and families in day care, preschool, and early intervention programs; counselors working with child care providers and families; and related service personnel.

APPROACH: The Community Team Model is designed to build community capacity to train and support personnel and to facilitate referral and integration of young children with disabilities into community programs. The model is based on the Special Needs Provider Training Program, which addresses multidisciplinary training, development of a support network of resources, and enhancement of information and referral networks. The project will add training in skills needed to work with preschoolers, a field work component that focuses on supporting the programs that serve as training sites, and a component that identifies existing roles and responsibilities and the changes required to serve children with disabilities.

OUTCOMES: The project will increase the numbers of providers willing and able to serve children with disabilities; enhance the ability of local agencies to provide information and resources to support these providers; and improve the ability of personnel in early intervention programs to coordinate services with other community programs.

Project ENHANCE: An Inservice Training Model for Early Childhood Education Serving Students Who Have Autism and/or Related Disorders

Model Inservice Training Project
Directors: Judy Alhamisi & Carol Swift
Fiscal Agency: Wayne County Regional Educational Service Agency
(Wayne, MI)

Funding Period: 1991-94
Telephone: (313) 467-1502
Grant No.: H024P10011

PURPOSE: To develop, demonstrate, evaluate, and disseminate an inservice training model that will increase the capacity of service providers to meet the needs of infants, toddlers, and preschoolers with autism and severe communication/behavioral/learning disorders.

TARGET: Parents, teachers, paraprofessionals, related services personnel, administrators, and university personnel involved with early intervention, preprimary impaired, and autistic programs; educational consultants; and private providers of early intervention services.

APPROACH: The project will develop a multidimensional inservice training model that will provide training resources that can be used in a variety of settings (e.g., local education agencies, universities). The training curriculum will be adapted and revised from three national projects which have reported positive outcomes for young children with autism and related disabilities. A minimum of six regional training teams will be trained to provide on-site consultation, training, and follow-up activities to local district personnel and parents. Training will address development of competencies in identification and evaluation; curriculum: methods and materials; classroom programming; parent training; effective teamwork; behavior management; and effective staff development. The project will develop an instructional strategies resource bank that will correlate with Michigan's Outcome Indicators for preprimary children with autism.

OUTCOMES: The project will upgrade the competency level of early intervention professionals throughout the state.

Developing and Evaluating a Model of Inservice and Technical Assistance to Prevent Challenging Behavior in Preschoolers

Model Inservice Training Project — Funding Period: 1991-94
Directors: Mary McEvoy & Joe Reichle — Telephone: (612) 626-7819 or 625-6542
Fiscal Agency: Institute on Community Integration, University of Minnesota (Minneapolis, MN) — Grant No.: H024P10017

PURPOSE: To develop a "best practices" technical assistance model that will work with teachers to provide services in the least restrictive environment for children with emotional/behavioral disorders.
TARGET: Teachers, direct service providers, administrators of local programs, and faculty from Minnesota institutions of high learning, who either directly or indirectly are involved with preschoolers with emotional/behavioral disorders.
APPROACH: The project will establish an innovative inservice/technical assistance training model that encourages the education of preschoolers with challenging behaviors in the least restrictive environment. Inservice training and longitudinal technical assistance and consultation will be provided to teachers, related services personnel, and administrators involved in service delivery to these children. The model will address the following "best practices": designing environments; facilitating social integration; behavior management; family involvement; establishing functional communication skills; and appreciation of the impact of ongoing health problems. Training strategies include workshops and intensive summer courses.
OUTCOMES: The project will make public school professionals more self-sufficient in the delivery of services to young children with behavioral problems, and will improve services for the children and their families.

Development of a Replicable Coaching Model to Provide Inservice Training

Multidisciplinary Training Project — Funding Period: 1989-92
Director: Estella Fair — Telephone: (601) 266-5163
Fiscal Agency: University Affiliated Program, University of Southern Mississippi (Hattiesburg, MS) — Grant No. H024P90034

PURPOSE: To develop a flexible inservice training model for day care, nursery, and preschool program staff serving children, birth through age 5 years, with disabilities.
TARGET: Early childhood program staff in licensed day care programs in Hattiesburg, including Head Start, community-based programs, and a university-based center.
APPROACH: The project offers on-site training using an individualized coaching model that can be implemented across programs and levels of staff training and experience. Since target children will require different intervention objectives and teaching strategies, depending on the type and severity of their disability, an individualized training plan will be developed for each staff trainee, with family input. Three levels of training are provided. Level I, Awareness Training, involves all center staff and families, and emphasizes the rationale for integrated services and characteristics of children with disabilities. Level II, Knowledge-Based Training, involves parents of target children and those staff likely to encounter the child, and addresses child-specific developmental and behavioral characteristics, intervention techniques, and support needs. Training is provided in small groups or one-to-one. Level III, Skill-Based Training, involves staff who will work with the child, and consists of classroom implementation, trial and feedback sessions, and coaching. Intensity of training is determined by needs of child and staff.
OUTCOMES: The project will develop and disseminate a replicable model which can be used in a broad range of early childhood programs.

Missouri TIKES: Training Individuals to Care for Exceptional Students

Multidisciplinary Training Project — Funding Period: 1989-92
Directors: Bob Busch & Shirley Patterson — Telephone: (314) 882-1386
Fiscal Agency: University of Missouri (Columbia, MO) — Grant No.: H024P90029

PURPOSE: To develop an interdisciplinary, collaborative, consultative training model to prepare child care personnel to work with young children with disabilities in an integrated, community-based setting.

TARGET POPULATION: Licensed child care providers interested in integrating children with and without disabilities.

PROGRAM: The project provides child care personnel with knowledge about preschool-aged children with disabilities, with an emphasis on facilitating development through the early integration of handicapped and nonhandicapped children. A series of eight videotapes, called The Learning Together Series, has been created for instructional use during group meetings. The tapes present information about preschool handicapping conditions; family relationships; facilitating cognitive, language, literacy, and motor development; behavior management; and meeting health care/nutrition needs. The meetings also provide a forum for information-sharing, problem-solving, and mutual support for the participants. Activity demonstrations are conducted during on-site visits after each group meeting.

OUTCOMES: The project should result in an increase in the number of child care facilities with trained personnel that will accept children with disabilities.

Project IDEEA (Individualized Development for Early Education Agencies)

Model Inservice Training Project — Funding Period: 1991-94
Director: Jean Ann Summers — Telephone: (816) 235-1771
Fiscal Agency: University Affiliated Program, — Grant No.: H024P10051
University of Missouri--Kansas City (Kansas City, MO)

PURPOSE: To develop an "agency-centered" model of inservice training that responds to the "real world" needs and experiences of professionals serving infants and toddlers with special needs and their families.

TARGET: Professionals from early intervention agencies in the Kansas City metropolitan area and in rural areas of the state.

APPROACH: Agency staff will identify their own training strengths and needs, and network with the community to develop and implement an Individualized Agency Training and Development Plan. An Agency Training Representative will act as training director and will participate in developing the Individualized Agency Plan, networking community resources to meet personnel development needs, delivering training and follow-up supervision of staff learning activities, and providing academic credit for learning accomplishments. The model will be developed in four agencies in a metropolitan area, and replicated in a rural service area. For those training needs requiring more intensive problem-solving, the project will develop a "Next Steps" curriculum to address more challenging implementation situations, such as serving families with drug-involved children, culturally diverse families, and children with fragile medical conditions.

OUTCOMES: Anticipated outcomes include improvement of staff skills in family-centered service delivery; reduction of agency staff turn-over; increased flexibility in interagency coordination; and empowerment of agencies to identify and plan for their own training needs.

Project CLASS (Cooperative Learning: Acquiring Specialized Skills)

Model Inservice Training Project
Director: Kathleen Gallacher
Fiscal Agency: Rural Institute, University of Montana
(Missoula, MT)

Funding Period: 1991-94
Telephone: (406) 243-5467
Grant No.: H024P10070

PURPOSE: To develop and evaluate an inservice training model for early intervention professionals in rural states who are delivering home- and community-based services.
TARGET: Professionals who provide community- and home-based early intervention services in rural states.
APPROACH: The model offers a linked inservice training system emphasizing three project components: 1) self-paced problem-based training materials, 2) cooperative learning, and 3) peer coaching. Four foundations (competency-based educational principles, adult learning guidelines, ecological approach to inservice training, and family-centered service delivery) are integrated into all project components. These components are designed to enhance the acquisition of competencies by early intervention professionals, as well as the transfer of these competencies to provision and coordination of early intervention services. Training is tailored to participants' resources and needs. During Phase I, a supervisor or an experienced Family Support Specialist from each agency will be trained in cooperative learning and peer coaching skills in order to serve as a Learning Facilitator. During Phase II, Learning Facilitators will establish Cooperative Learning Teams at their home agencies and guide training in early intervention competencies. Similar training will be provided to other community-based early intervention professionals during Phase III. The model is designed to address rural features.
OUTCOMES: The project will increase competency acquisition by early intervention providers and establish a system of staff development support in early intervention agencies in Montana.

Productive Waiting Project

Model Inservice Training Project
Director: Ginny Munsick-Bruno
Fiscal Agency: Medical Center, University of New Mexico
(Albuquerque, NM)

Funding Period: 1991-94
Telephone: (505) 272-6805
Grant No.: H024P10030

PURPOSE: To develop a model training program for Primary Health Care Providers that can be implemented within the work environment (in-office) in collaboration with families.
TARGET: Pediatricians, family practice physicians, nurse practitioners, community-based developmental specialists who provide primary health care to infants and families.
APPROACH: The project offers individualized family-oriented training that encourages early identification and support for infants at developmental risk and their families. The project has three components. Experiential Learning (Level I) addresses developmental issues within the service environment (office, hospital, clinic). Training is problem-based and self-directed, and encourages "productive waiting" using preventive intervention as part of the diagnostic process. If referral is necessary, the model supports early identification, smooth transition, and collaboration within the medical community. Educational Enrichment (Level II) provides in-depth multidisciplinary study in self-selected modules based on issues identified in Level I (e.g., failure to thrive, chronic conditions, child abuse). Continuing Medical Education credit is available for Level I and II training. Training Developmental Specialists, the third component, prepares community-based developmental specialists to provide Level I and II training.
OUTCOMES: The model is designed to minimize neurodevelopmental problems through early developmental support, to address problems as they arise, to strengthen ties between provider and family, and to minimize intrusion for families. The project offers a convenient training mode for rural providers.

Project TIE (Teams in Early Intervention)

Inservice Training/Related Services Project
Directors: Gail Beam & Meave StevensDominguez
Fiscal Agency: UNM School of Medicine (Albuquerque, NM)

Funding Period: 1990-93
Telephone: (505) 843-2794
Grant No.: H024P00049

PURPOSE: To develop and implement an inservice training model that increases the competencies of individual disciplines and early intervention teams (including family members) in order to promote quality family-centered services.
TARGET: Professionals from multiple disciplines (e.g., occupational and physical therapists, speech-language pathologists, health care professionals) in training sites and community agencies; and families.
APPROACH: The project has four components: 1) training in skills for successful team functioning; 2) training in critical competencies common to all team members; 3) training in critical discipline-specific competencies; and 4) support and technical assistance on P.L. 99-457 to early intervention programs. Two training sites will receive both types of training. Individual goals will be developed for each training site, based on current status and competencies needed by team members. Training materials will be developed for team training and critical competencies needed by individual disciplines. Training for individual disciplines (speech/language, motor, medical) and families is based on a common conceptual framework, and will address assessment, programming/intervention, and working with other disciplines. Technical support will be provided to early intervention programs using the Guide to Family-Centered Services.
OUTCOMES: Products to be developed include a team training curriculum; discipline-specific modules; and a description of the process to create a community map, a visual picture of the relationships among community programs, agencies, and families.

Day Care Inservice Training Model on Young Children with Special Needs

Multidisciplinary Training Project
Director: Mary Beth Bruder
Fiscal Agency: New York Medical College (Valhalla, NY)

Funding Period: 1989-92
Telephone: (914) 285-7052
Grant No. H024P90033

PURPOSE: To develop a model training curriculum for day care center staff on the integration of young children, birth to age 5 years, with disabilities.
TARGET: Day care providers, administrators, and teachers.
APPROACH: Training is designed to meet state licensing requirements and is offered in three components: topical workshops, long-term institutes, and individual technical assistance. Workshop topics include assessment, individualized education plan development, environmental adaptations, behavior management, and family partnerships. Institutes offer skill training through weekly sessions over a 12-week period. Maximum enrollment is ten participants. The Special Education Services institute addresses interagency collaboration, behavior management, assessment, child-caregiver interactions, teaming, environments, families, and legal issues. Graduates of the first institute will be eligible to participate in trainer-of-trainers institutes, offered twice a year and addressing such topics as adult learning styles, active listening, consultation, coaching, situational leadership, motivation strategies, and overcoming resistance to change. Participants will offer training to other day care providers under project supervision. Continuing education credit will be offered to all institute participants. The project will offer individualized technical assistance focusing on program-, family-, or child-specific topics related to integration of young children with disabilities into community day care programs.
OUTCOMES: Project findings will be translated into products, training content, and service delivery practices.

Institute and Faculty Inservice Training for Related Services Personnel

Inservice Training/Related Services Project	Funding Period: 1990-93
Director: Mary Beth Bruder	Telephone: (914) 285-7052
Fiscal Agency: New York Medical College (Valhalla, NY)	Grant No.: H024P00024

PURPOSE: To implement inservice coursework and practicum with related services personnel who provide or coordinate early intervention services to infants, toddlers, and their families; and to develop a model inservice program for university faculty from related services disciplines.
TARGET: Early intervention professionals from audiology, nutrition, physical therapy, occupational therapy, speech and language therapy, nursing, psychology, and social work; and university faculty representing disciplines involved in early intervention.
APPROACH: Training is team-based and interdisciplinary, and consists of multiple three-hour group training sessions (institutes) and individual long-term follow-up. Institute content is predetermined (IFSP, case coordination, team development, transdisciplinary curriculum), but will be modified to meet group needs. Competency-based tasks are one measure of inservice effectiveness. Other evaluation procedures focus on child and family impact and program impact. Training for related services faculty consists of coursework and practical activities. Coursework is provided over 5 days. Issues addressed include family-centered service philosophy, medical issues, physical management, educational issues, interdisciplinary teams, service delivery systems, curriculum reform, and systems change. The coursework is followed by six monthly seminars and site visits to translate course content into practical applications through individually designed competencies. Training activities are consistent with adult learning principles. Individual technical assistance also will be available.
OUTCOMES: The project will develop and disseminate training materials, including institute and faculty manuals.

The COACT Project: Interdisciplinary Family-Focused Team Training for Related Services Personnel

Model Inservice Training Project	Funding Period: 1991-94
Director: Cynthie Johnson	Telephone: (614) 466-7203
Fiscal Agency: Office of Family and Children's Services (Columbus, OH)	Grant No.: H024P10043

PURPOSE: To increase and improve interdisciplinary and family collaboration skills in personnel who provide services to children, birth to age 6 years, who are at developmental risk, and their families.
TARGET: Interdisciplinary early intervention teams that include parent members and representatives from medical and community-based service programs, both public and private. Teams that provide comprehensive services will have priority over teams with a specific focus.
APPROACH: Training will provide participants with skills in self analysis and team interaction evaluation. Sessions emphasize active participation of all members, joint problem-solving, and consensus building. Practica will be conducted in the participants' home sites between training sessions. Technical assistance, evaluation, and on-site follow-up will be provided. Agency teams that complete the training will be encouraged to serve as demonstration sites for future training sessions. Training institutes will be held each summer during the project to prepare key participants to become instructors for subsequent trainings.
OUTCOMES: Members of interdisciplinary teams will demonstrate effective teaming skills with competencies in communication, collaboration, group decision-making, and conflict resolution. Teams will establish partnerships with families, demonstrating communication skills that are accepting, supportive, and enabling. Interagency collaboration within communities will be strengthened, and new linkages between medical and community-based teams will develop.

Comprehensive Integrated Training for Personnel in Community Preschool/-Child Care Programs: Preschool Integration Network

Multidisciplinary Training Project — Funding Period: 1989-92
Director: David Shearer — Telephone: (216) 633-2055
Fiscal Agency: Children's Hospital Medical Center of Akron (Akron, OH) — Grant No.: H024P90011

PURPOSE: To develop a model of competency-based training to prepare personnel to work with children with disabilities, age 3 to 5 years, in integrated, community-based settings.
TARGET: Teachers, administrators, and staff from public and private preschool/child care programs; high school students enrolled in vocational and career training programs and working in school-sponsored child care facilities; and children age 3 to 5 years with disabilities.
APPROACH: Training is based on the skills necessary for successful integration. There are two major components. 1) Direct inservice training of child care personnel at targeted program sites includes experiential, hands-on learning as well as didactic instruction. Provisions are included for individualized implementation directly linked to trainees' existing roles and responsibilities. Technical assistance and follow-up provides ongoing support of newly acquired skills through information-sharing, evaluation, and problem-solving groups. 2) Indirect training consists of the establishment of a Preschool Integration Network, through which all community child care programs identified as enrolling or willing to enroll children with disabilities will receive information related to integrated programming.
OUTCOMES: The network will publish a bimonthly newsletter and conduct quarterly network meetings on topics related to integrated programming. During Years 2 and 3, the project will develop and disseminate a Preschool Integration Manual providing strategies for integrated programming.

Early Integration Training Project (EITP)

Multidisciplinary Training Project — Funding Period: 1989-92
Director: Dennis Sykes — Telephone: (614) 447-0844
Fiscal Agency: Ohio State University (Columbus, OH) — Grant No. : H024P90004

PURPOSE: To develop a program for training child care, administrative, and support services personnel and parents to serve young children with disabilities in integrated settings; and to develop a system for training trainers.
TARGET: Child care and administrative staff of home- and center-based child care centers; early childhood special education and regular education teachers in kindergarten and primary school grades; support service personnel working in specialty areas such as speech-language pathology, occupational therapy, and nursing; and children, birth to age 8 years, with disabilities.
APPROACH: Training is provided through interactive workshops that allow for practice of newly acquired skills. Workshops will include case studies, role playing, small group problem-solving sessions, and discussion groups, in addition to more formal lecture presentations. Training is individualized to meet the needs of the training audiences: child care staff, support services staff, administrators, project trainers, and parents. The project is coordinated through county-level collaborative groups and seeks to initiate lasting relationships among various team members. Fifteen hours of training will focus on the following areas: 1) planning positive integrated placements; 2) developing team skills; and 3) preparing children and adults for integrated placements.
OUTCOMES: The training program was piloted in four counties during the first project year, and will be disseminated statewide through a pyramidal training model during Years 2 and 3. Materials developed by the project will be provided to trainers to be used in future training.

140

The Preschool Technology Team Training Project

Model Inservice Training Project	Funding Period: 1991-94
Director: Patti Place	Telephone: (216) 633-2055
Fiscal Agency: Children's Hospital Medical Center of Akron (Akron, OH)	Grant No.: H024P10075

PURPOSE: To train teachers and related services personnel who work with preschool children with disabilities in using technology in the classroom setting to facilitate the integration of these children and to assist them in performing functional skills independently.

TARGET: Teachers and related services personnel in preschool programs, and parents of preschool children with disabilities.

APPROACH: The project offers two types of training. The first training strategy involves an intensive graduate-level course using both didactic and supervised field-based experiences to provide trainees with specific competencies related to the application of technology in the classroom. Training focus will include the use of computers, switches, adapted toys, communication devices, and other types of adaptive equipment. Teachers who complete the 8-session training course will receive 2 semester hours of graduate credit that will meet one requirement of Ohio's Preschool Handicapped Validation. The second strategy, personalized team training, is individualized to help the service team (teachers, related services personnel, family) select appropriate technology to meet individual child needs.

OUTCOMES: The project will promote awareness of the importance of technology in enhancing the social and instructional participation of children with disabilities in preschool classrooms. Teams of preschool personnel who have knowledge and skills concerning the selection and use of technology with children with disabilities will be created.

Inservice Training for Intra-Team Collaboration and Effective Interaction with Parents by Early Intervention Professionals, Paraprofessionals, and Related Services Personnel (Project PPI)

Model Inservice Training Project	Funding Period: 1991-94
Director: Larry Irvin	Telephone: (503) 342-8445
Fiscal Agency: Oregon Research Institute (Eugene, OR)	Grant No.: H024P10022

PURPOSE: To develop a training package that will improve the skills of service providers in family-focused service provision, multidisciplinary team functioning, and family-service provider interactions.

TARGET: Early intervention professionals, paraprofessionals, and related services personnel (e.g., educators, teachers' aides, speech and hearing specialists, child psychologists, social workers, day care personnel).

APPROACH: The model will be designed to serve as either a preservice or inservice training program for early intervention service providers and IFSP team members. Based on interviews with parents and professionals, the project will develop a family-focused, culturally sensitive training curriculum comprising three 6-hour training modules. Topics will include family functioning and dynamics, ecological approach to family-service provider interactions, and dynamics of effective multidisciplinary team functioning. In addition to a curriculum and skill-building manual, the package will include videotapes and related manuals. Training sessions will be held at monthly intervals, allowing time between sessions for assimilation, on-site practice and coaching, and off-site practice with feedback. A 3-hour "booster" session will be scheduled at 3 months and again at 6 months after completion of the training series.

OUTCOMES: The project will promote positive attitude change leading to more effective interactions with parents and multidisciplinary team members.

Medically Fragile Inservice for Related Services Teams (M-FIRST)

Inservice Training/Related Services Project Funding Period: 1990-93
Directors: Gerald Smith & Clifford Sells Telephone: (503) 494-7522 or (206) 685-1350
Fiscal Agency: Oregon Health Sciences University (Portland, OR) Grant No.: H024P00013
& University of Washington (Seattle, WA)

PURPOSE: To develop a model inservice training program for related services personnel serving infants and young children, birth to age 8 years, who are medically fragile or dependent upon medical technology for their well-being.

TARGET: Related services personnel, including school nurses, occupational therapists, physical therapists, speech pathologists, school psychologists and counselors, teachers, administrators; and parents.

APPROACH: Training will emphasize three areas: 1) infancy and family knowledge; 2) skills for functioning as a team member; and 3) problem-solving and coordination strategies. Role-relevant, competency-based training will be conducted via four training events each year, followed by individually developed activities at participants' work sites. Support training teams will assist in practica and hands-on activities. Competencies include management of medical conditions in school settings, planning and arranging transitions between service settings, working with families, interdisciplinary process, safety measures, legal issues, a functional approach to educational services, clinical issues, and handling grief and loss. Continuing education credits are available.

OUTCOMES: The course will be field-tested in at least six training sites, including rural, suburban, and urban settings, in Oregon and Washington. The project will develop and disseminate training manuals and an annotated bibliography of print and video information.

Project TEAM: The Related Services Team in Community Settings

Model Inservice Training Project Funding Period: 1991-94
Principal Investigator: Bill Moore Telephone: (503) 838-8794
Fiscal Agency: Teaching Research, Western Oregon State College Grant No.: H024P10066
(Monmouth, OR)

PURPOSE: To develop, demonstrate, and evaluate an inservice training program that will prepare related services personnel to work as members of teams providing services to children with disabilities, birth to age 8 years, in community early childhood settings.

TARGET: For Strand 1, multi-agency teams consisting of related services personnel, parents of children with special needs, early intervention providers/teachers, case manager, community early childhood program personnel, and Local Advisory Group member. For Strand 2, related services personnel (e.g., physical therapists) who serve young children with disabilities.

APPROACH: The project is designed to function within the existing organizational structure of early intervention services for young children with special needs in Oregon. The project will have two strands. In Strand 1, multi-agency site teams will receive training in team building and group decision-making process, individualized to meet the unique needs of the staff, setting, and geographical area. The initial team within a region will then spin off two or more additional teams to meet the broader needs of the geographical region. Strand 2 will encompass skill training in therapy techniques and models to facilitate delivery of related services in the context of the community-based preschool, day care, or primary school classroom. Additional content areas for skill training will be generated by the participants. Training modules will include videos, training lectures, role play scenarios, written materials, exercises, and overheads.

OUTCOMES: The project will improve delivery of related services to children and families, and have a positive impact on the perceptions different programs have of one another.

Collaborative Consultation: Inservice Training for Related Services Personnel in Early Intervention

Inservice Training/Related Services Project	Funding Period: 1990-93
Directors: Louise Kaczmarek & Howard Goldstein	Telephone: (412) 624-0921
Fiscal Agency: University of Pittsburgh (Pittsburgh, PA)	Grant No.: H024P00033

PURPOSE: To teach related services personnel a model of transdisciplinary consultation based on establishing collaborative teams to serve infants, toddlers, and preschoolers with disabilities; and to measure the effects of training on related services personnel, teachers, and parents.
TARGET: Related services personnel, including occupational therapists, physical therapists, speech-language pathologists, and social workers.
APPROACH: The program has eight phases, with long-term follow-up to demonstrate the efficacy of the competency-based inservice training and collaborative consultation models. In the first phase, program administrators will be trained as co-facilitators of change and will conduct self-studies of their agencies to examine current team approach. These self-studies will provide the basis for individualizing the inservice training effort for each agency. In the next five phases, related services personnel will be taught to implement transdisciplinary consultation in conjunction with teachers and parents. Participants will identify behaviors that these primary service providers can teach effectively within the context of their ongoing, naturalistic intervention efforts. The final two phases involve on-site observation and feedback to determine short- and long-term impacts. Training strategies will include didactic workshops, simulated practice, and direct implementation with written and oral feedback. Training will be conducted in conjunction with administrators/supervisors, teachers, and parents.
OUTCOMES: Training materials (manuals, videotapes, and workbook) will be developed and disseminated.

Project STEEM: Systematic Training for Early Elementary Mainstreaming

Model Inservice Training Project	Funding Period: 1991-94
Director: Linda Cordisco	Telephone: (412) 359-1600
Fiscal Agency: Allegheny-Singer Research Institute (Pittsburgh, PA)	Grant No.: H024P10040

PURPOSE: To provide training to direct service providers that will help them facilitate the successful transition of young children with disabilities from integrated preschools into regular elementary school classrooms.
TARGET: Direct service providers (regular education teachers, special education teachers, related services personnel) and administrators (principals, special education supervisors).
APPROACH: The project will offer knowledge-based workshops, job-embedded skill training, and ongoing support and consultation related to seven areas of training: building an integration planning team, parent/professional partnerships, indirect/integrated therapy, transition planning, behavior management, instructional integration, and promoting social development. Other critical components include a) individualization of training so that goals are directly related to the immediate concerns and needs of school personnel; b) following target children as they transition from one grade level to the next in elementary school; c) building a generalizable model that participating schools can continue to use when external funding has ended; and d) availability of credit toward certification, licensure, or academic degree for trainees. Through collaboration with the Pennsylvania Department of Education, the project will provide regional "longitudinal" training for the integration of children with disabilities who are followed from age 3 to 8 years.
OUTCOMES: Elementary school personnel will gain the knowledge, attitudes, and skills they need to guarantee the continued success of children with disabilities in integrated settings.

Visually Impaired Inservice in America (VIISA)

Model Inservice Training Project	Funding Period: 1991-94
Director: Elizabeth Morgan	Telephone: (801) 752-4601
Fiscal Agency: SKI*HI Institute (Logan, UT)	Grant No.: H024P10001

PURPOSE: To train professionals to provide appropriate specialized services to young children with a low-incidence disability, such as visual impairment, in a noncategorical service setting.
TARGET: Professionals who are or will be serving children, birth to age 5 years, with visual impairments and their families, but who have not been trained to meet the specialized needs of this population.
APPROACH: The project addresses four problems: 1) the effect of visual impairment on the development of the child; 2) how to provide optimum intervention to children with visual impairment at the right time and place; 3) how to assist and provide optimal psychoemotional support to parents; and 4) how to provide specialized training to early interventionists to enable them to serve the specialized needs of children with low incidence disabilities. The project will offer inservice training on serving the specialized needs of this population to personnel working in noncategorical programs. Instruction in home-based service delivery methods will be part of the inservice training. The two courses comprising training will offer a combination of delivery methods, including home study, on-site classroom experiences, distance education, and follow-up. The project will use a curriculum developed for use with infants, toddlers, and preschoolers with visual impairment in the least restrictive environment. The model uses a family-focused team approach with the parent as case manager or co-case manager.
OUTCOME: The project will result in a replicable model for providing appropriate inservice training that can be adapted to serve children with other low incidence disabilities in home- and center-based programs.

The Wasatch Project: Transdisciplinary, Consultant-Based Training Program for Migrant and/or Rural Head Start Personnel

Multidisciplinary Training Project	Funding Period: 1989-92
Directors: Mark Innocenti & Diane Behl	Telephone: (801) 750-2006
Fiscal Agency: Center for Persons with Disabilities, Utah State University (Logan, UT)	Grant No.: H024P90008

PURPOSE: To develop a transdisciplinary, consultant-based training model for staff in Head Start programs to enable them to work effectively with young children with disabilities in integrated settings.
TARGET: Professionals and paraprofessionals working with Head Start programs that provide services to migrant populations and/or programs in rural/frontier areas, where the majority of children served are environmentally at risk.
APPROACH: Assessment is conducted using a transdisciplinary approach that emphasizes awareness of cultural competence. Intervention activities are consultant-based and include all Head Start staff as members of a collaborative team. Intervention for children is activity-based and makes use of feedback from ecobehavioral observations. Instruction utilizes modeling and shaping of staff skills.
OUTCOMES: Objectives include improving knowledge and skills of Head Start staff in working with children with disabilities; appropriate assessment and programming for identified children; training of the Head Start administrative staff to assume the lead role in model implementation; training teachers and special services workers to develop appropriate child goals, write and implement individualized service programs, and collect data for assessment; and developing training manuals for specific training audiences.

Caring for Infants and Toddlers with Disabilities: New Roles for Physicians

Model Inservice Training Project
Director: Corinne Garland
Fiscal Agency: Williamsburg Area Child Development Resources, Inc. (Lightfoot, VA)

Funding Period: 1991-94
Telephone: (804) 565-0303
Grant No.: H024P10041

PURPOSE: To provide inservice training to ensure that pediatricians and family physicians have the information and skills to be full participants in early intervention service delivery.

TARGET: Pediatricians and family physicians.

APPROACH: The project will develop a model of inservice training to be used with practicing physicians. Training is based on a set of competencies developed by the American Academy of Pediatrics. The project will use a four-level training design incorporating a "trainer of trainers" model. Level 1, Foundations, provides a brief information session on child find, assessment, the IFSP, and transition. Level 2, Self-Study and Technical Support, involves detailed study on each of the competency areas over a period of approximately 3 months. Materials, including manuals and audiotapes, are designed to make learning as individualized, self-directed, and self-paced as possible. Level 3, Clinical Application with Continuing Technical Support, allows participants to incorporate information and skills into clinical practice over a period of 3 to 6 months. Level 4, Communication and Follow-up, brings physicians together with families and other team members to exchange information and increase communication skills that cannot be adequately taught through self-study. CDR is operating the project in collaboration with colleagues at the University of Virginia Medical School.

OUTCOMES: The project will increase the participation of physicians in early intervention service delivery, and promote more timely referral for children with or at risk for disabilities, resulting in services that integrate health care and other early intervention services.

Family Child Care Integration Project

Model Inservice Training Project
Director: Mary Ellen Hoy
Fiscal Agency: Danny Chitwood Early Learning Institute (Alexandria, VA)

Funding Period: 1991-94
Telephone: (703) 820-6461
Grant No.: H024P10039

PURPOSE: To develop a replicable inservice training model to improve the quality of family child care for young children with or at risk for disabilities.

TARGET: Family child care providers from urban and rural areas. The majority of participants will be Hispanic or African American providers serving environmentally at-risk children.

APPROACH: The project will develop a collaborative inservice training model to prepare family child care providers to integrate children with disabilities and their families into home-based care. The project will conduct a training sequence that includes 1) introductory workshops addressing developmentally appropriate practice, typical and atypical child development, and strategies for integrating children with special needs; 2) a center-based practicum involving modeling and hands-on practice; and 3) home-based consultations, concurrent with the practicum, which involve planning activities with parents, implementing developmentally appropriate practice, and reinforcing skills learned during the practicum. Ongoing support will be available via a hotline, a mentor system, and the creation of a community support network. Participants will receive college credit toward a degree in early childhood education.

OUTCOMES: Family child care providers will acquire enhanced skills in caring for children with special needs. The strategies that facilitate integration of children with disabilities into their homes will be readily transferable to typically developing children. The project will result in increased integrated child care options for families of children with special needs.

Wisconsin Family-Centered Inservice Project (WFCIP)

Inservice Training/Related Services Project
Director: George Jesien
Fiscal Agency: Waisman Center, University of Wisconsin (Madison, WI)

Funding Period: 1990-93
Telephone: (608) 263-7710
Grant No.: H024P00023

PURPOSE: To develop, implement, and evaluate a continuing education inservice course for early interventionists.

TARGET: Social service, education, and allied health professionals who are, or may be, engaged in the provision of services for infants and toddlers with disabilities, and their families.

APPROACH: Training will focus on knowledge and skills in family-centered care, interagency/interdisciplinary teaming, service coordination, and problem-solving. The course will be offered for credit, in addition to several modular learning options, including workshops, on-the-job coaching, applied home work assignments, and the use of distance learning technologies. Training will be individualized based on self-assessment surveys and personalized learning plans. A network of parents and professionals, in conjunction with statewide field testing, will provide feedback for finalizing course content.

OUTCOMES: Implementation of the project will build Wisconsin's overall capacity to provide informed and appropriate services to infants and toddlers with special needs and their families. The project will develop and disseminate training materials to facilitate replication.

Project CIP: Community Integration Project

Outreach Project--National/Multistate Funding Period: 1991-94
Director: Penny Wald Telephone: (202) 994-2795 or (703) 836-0723
Fiscal Agency: George Washington University (Washington, DC) Grant No.: H024D10019

PURPOSE: To increase the opportunities for integration of young children with disabilities in community early childhood programs by providing support to regular and special education staff in their integration efforts.

TARGET: Children, age 2 to 5 years, with disabilities and their families; and professionals, paraprofessionals, and administrators from school and community programs.

APPROACH: Project CIP is designed to build the capacity of community-based preschools and day care centers to serve preschoolers with disabilities. The replication model offers a comprehensive system for implementing integration derived from three prior EEPCD projects. The project utilizes three strategies: (1) Community Resource Coordination, an approach to enrolling support and resources for community collaboration; (2) Process Consultation Training, designed to provide early childhood special educators with consultation, coaching, and training skills; and (3) Pre-Integration Training, designed to prepare early childhood and child care personnel with necessary competencies to teach and care for children with disabilities in integrated settings.

OUTCOMES: Through the coordination of human, fiscal, training, and technology resources, the community will be empowered in their shift from public school segregated placements to community-based integrated services.

FACTS (Family and Agency Collaboration through Technical Support)

Outreach Project--National/Multistate Funding Period: 1989-92
Director: Dianne Smith Telephone: (407) 774-9888
Fiscal Agency: United Cerebral Palsy Association (DC) Grant No.: H024D90038
[Project location: Altamonte Springs, FL]

PURPOSE: In conjunction with project sites, to facilitate the changes necessary for development and implementation of family-focused services.

TARGET: Parents and early intervention personnel at UCPA affiliate agencies and selected non-UCPA affiliates in Alabama and Florida.

APPROACH: Project sites will establish a team consisting of a parent, a direct service professional, and an administrator who rate their agency's perceptions about early intervention services. Site goals will be set based on agency ratings. These goals help establish the topical sequenced activities, technical assistance, and workshop content offered by the project. The site agency and team will collect informational data on children and families, and on services provided. The project director will make three site visits to each site to assure agreement compliance and to provide technical support. Project activities will be designed to enhance, build, and expand state and local collaborative efforts. The "Program Orientation in Early Intervention" scale will be used. This scale was designed to determine current and desired perceptions of program philosophy and services within the Nationally Organized Collaborative Project, and for use by service delivery providers in determining ways in which services may be altered to better address family and infant needs.

OUTCOMES: The project will develop and disseminate a set of monographs and audiovisual materials on selected topics relevant to outreach training.

Georgia Developmental Therapy Preschool Outreach Project

Outreach Project--National/Multistate
Director: Karen Davis
Fiscal Agency: College of Education,
University of Georgia (Athens, GA)

Funding Period: 1990-93
Telephone: (404) 549-3030
Grant No.: H024D00027

PURPOSE: To assist state and local agencies in expanding or improving programs and services to toddlers and preschoolers with disabilities, and their families; and to assist in the development of a statewide system for early intervention services.

TARGET: Children, age 2 to 8 years, who have problems in overall development due to social-emotional delays or who are seriously emotionally disturbed; their families; and personnel in family service agencies, preschool programs (e.g., Head Start, day care), and agencies.

APPROACH: The project will offer outreach training to early intervention programs for model replication. Services include print and audiovisual materials; program planning assistance (e.g., needs assessment, case management, interagency collaboration); training and technical assistance (e.g., child find, curriculum, family services); and evaluation assistance. The project is based on the Rutland-Developmental Therapy model, a team-based intervention system of comprehensive services to children and families. Developmental sequences in behavior, social communication, socialization, and cognition provide the framework for the curriculum, which has normal social-emotional development as its goal. The model can be implemented in any educational setting. The model offers a range of family services.

OUTCOMES: The project will expand and improve early intervention services by coordinating outreach services with the Georgia Department of Education and Department of Human Resources, providing training and technical assistance to early intervention programs, and evaluating outreach services to determine effectiveness.

Rutland-Developmental Therapy Outreach Project

Outreach Project--National/Multistate
Director: Karen Davis
Fiscal Agency: College of Education,
University of Georgia (Athens, GA)

Funding Period: 1989-92
Telephone: (404) 549-3030
Grant No.: H024D90014

PURPOSE: To provide technical assistance and outreach services to agencies serving children with disabilities, particularly those with social, emotional, and behavioral delays, and their families; and to provide training for service providers in these agencies.

TARGET: Early intervention teams and service providers from state and local agencies (e.g., school districts, Head Start, child care agencies); and parents.

APPROACH: The project is based on the Rutland-Developmental Therapy model, a team-based intervention system offering a range of family services. Developmental sequences in behavior, social communication, socialization, and cognition provide the framework for the curriculum. Three areas are emphasized: 1) coordination of activities (e.g., awareness activities, identification of training sites, workshops) with state lead agencies for infant and preschool programs; 2) training and technical assistance in model replication; and 3) evaluation of outreach services. Services include information dissemination through print and audiovisual materials; program planning assistance (e.g., needs assessment, case management, selection of model components, interagency collaboration); training and technical assistance on such topics as the identification and referral process (child find), team-based intake and diagnostics, curriculum, program liaison, and family services; and evaluation assistance. The model can be implemented in any educational settings.

OUTCOMES: The project will help states and local agencies improve and expand services to children with special needs, age 2 to 8 years, and their families.

PPT: Preschool Preparation and Transition Outreach Project

Outreach Project--National/Multistate
Director: Mary Jo Noonan
Fiscal Agency: University of Hawaii (Honolulu, HI)

Funding Period: 1990-93
Telephone: (808) 956-7956
Grant No.: H024D00030

PURPOSE: To increase the effectiveness of early intervention programs in preparing infants and their families for transition to least restrictive preschool environments.
TARGET: Staff of programs serving infants and toddlers, birth to age 3 years, with special needs, and their families.
APPROACH: Three staff from each replication site will attend a statewide workshop to introduce the model. Each site will conduct a needs assessment to determine priorities (parent awareness and involvement activities, preparatory curricula, preschool consultation, and systems cooperation) Implementation guidelines will distinguish essential characteristics of model components from flexible features which may be modified to meet unique program needs. Implementation support activities will be provided at each site, including video and live demonstration, consultation, hands-on experiences, and materials. Through quarterly meetings, PPT staff will assist in establishing collaborative efforts among key agencies and programs. The model has three levels of impact: 1) Child Change--facilitating transition to least restrictive environment through ecological and future-focused assessment and curricular strategies; 2) Program Change--providing assistance in incorporating transition-focused practices in service delivery models through staff development, parent involvement, transition support activities, and transdisciplinary teaming; and 3) Societal Change--fostering community acceptance of preschool integration and facilitating smooth transitions across agencies and programs through community awareness, consultation, and systems change activities.
OUTCOMES: Products to support model replication will be developed and disseminated.

Project Vision

Outreach Project--National/Multistate
Directors: Jennifer Olson & Helen Ingalls
Fiscal Agency: College of Education, University of Idaho
(Moscow, ID)

Funding Period: 1991-94
Telephone: (208) 885-6605
Grant No.: H024D10008

PURPOSE: To provide training in a model that integrates family systems, cultural sensitivity methods, and systematic instruction approaches to serving young children with disabilities.
TARGET: Children with disabilities, birth to age 8 years, and their families; and early intervention/special education professionals.
APPROACH: Training is offered in three model components: (1) Family Involvement, including training in accessing resources, knowledge of legal rights, understanding the system, and understanding the disability; (2) Least Restrictive Environment, addressing screening, referral, transition, and mainstream and generalization; and (3) Team Development, offering methods for cooperative interaction among service providers. Each of the training components incorporates strategies and techniques for service delivery with culturally varied groups. The training sequence is long-term (approximately 18 months), with assignments and evaluation strategies during each phase. A pre-training profile is completed for each site to ensure individualization to program needs and concerns. Training sessions provide basic information, opportunities to learn new strategies and concepts through videotaped examples, and opportunities to practice skills, with follow-up. Participants who will train others will be provided with inservice packages on model components containing specific training materials and strategies, competencies, and evaluation methods.
OUTCOMES: Anticipated outcomes include an increase in family involvement and improvement in family-focused orientation among professionals.

ACTT Outreach (Activating Children Through Technology)

Outreach Project--National/Multistate
Director: Patricia Hutinger
Fiscal Agency: Western Illinois University (Macomb, IL)

Funding Period: 1989-92
Telephone: (309) 298-1014
Grant No.: H024D90019

PURPOSE: To integrate technology into services for young children with special needs.
TARGET: Personnel who are employed in public and private agencies that serve children, birth to age 8 years, who have or are at risk for disabilities, and their families.
APPROACH: ACTT Outreach has developed a set of written materials and videotape modules to teach program personnel and families to use microcomputer applications with children with special needs. Training is geared to adult learners and includes assessment of the needs of the replication site, training, follow-up consultation, technical support, critique of videotapes, analysis of data, and materials. Participants also will be trained to train other staff in their home agency. Most of the training will take place at the ACTT site in Macomb. Project staff maintain communication through electronic mail with sites that have access to SpecialNet. The model integrates a microcomputer curriculum into programs for children with moderate to severe structural and functional disabilities which prevent interaction with their environment. The curriculum is designed to foster expectation of control over the environment; encourage autonomy; provide communication possibilities; and foster development of problem-solving, general thinking, and related skills. Procedures are included for use of hardware, software, and adaptive peripherals (e.g., speech synthesizers, adaptive keyboards, switches). The curriculum can be used in individual or group settings in home or classroom. Families participate at three levels: awareness, assistance in intervention, or conducting intervention.
OUTCOMES: Products include training modules; software programs supporting curricular objectives; equipment modification schema; curriculum guides; and *Building ACTTive Futures*.

PEECH: Programming for Early Education of Children with Handicaps

Outreach Project--National/Multistate
Directors: Merle B. Karnes & Susan Fowler
Fiscal Agency: University of Illinois (Champaign/Urbana, IL)

Funding Period: 1990-93
Telephone: (217) 333-2533 or 333-0260
Grant No.: H024D00017

PURPOSE: To increase the number of preschool children with disabilities and their families who receive high-quality, specialized educational/developmental services.
TARGET: Agencies and school districts serving children, age 3 to 5 years, with mild to moderate disabilities, and their families in least restrictive environments.
APPROACH: PEECH is a center-based program that combines child-initiated and teacher-directed activities aimed at enhancing language development and increasing social interaction with peers. An ongoing assessment instrument is used to determine each child's developmental strengths and weaknesses, form IEPs, chart child progress, and link assessment to curriculum for center and home activities. Additional curriculum components are available in the creative arts. Model components include: 1) Screening, Diagnosis, and the IEP; 2) Systems Approach to Involving Families; 3) Integration/Least Restrictive Environment; 4) Ongoing Assessment and Programming; 5) Environment Conducive to Learning; 6) Transition; 7) Staff Development; 8) Teaming; 9) Interagency Collaboration; and 10) Program Evaluation. Outreach activitites focus on model replication. Replication specialists receive four days of intensive training on model components, including observation of classrooms implementing the model, and provide training for replication site staff. Individualized training plans are developed based on site and staff needs assessments. The project provides ongoing technical assistance through site visits during the initial replication year and subsequently by telephone and correspondence.
OUTCOMES: Dissemination strategies include conference presentations, products, training materials, journal articles, and awareness and demonstration activities.

RAPYHT Outreach Project (Retrieval and Acceleration of Promising Young Handicapped and Talented)

Outreach Project--National/Multistate	Funding Period: 1990-93
Director: Merle B. Karnes	Telephone: (217) 333-2135
Fiscal Agency: University of Illinois (Champaign/Urbana, IL)	Grant No.: H024D00024

PURPOSE: To train staff of preschool programs to identify and program for handicapped children's strengths and/or gifts, and to foster successful integration.
TARGET: Teachers and parents of children, age 3 to 5 years, with and without handicaps.
APPROACH: Outreach activities focus on model replication in local programs. Replication specialists will attend a four-day inservice workshop addressing model components, administration of assessment instruments, and strategies for model implementation, and will have an opportunity to observe in classrooms. A needs assessment will be conducted and an individual site plan will be developed for each replication site. Project staff will conduct on-site training workshops in such topics as communicating with parents, arranging the environment for integration, divergent thinking, talent identification and programming, and transitioning. The Replication Specialist will provide follow-up technical assistance. The purposes of the RAPYHT model are 1) training teachers and parents to foster development of higher level thinking processes of children in mainstreamed classrooms; 2) training teachers and parents to identify children's strengths and understand the characteristics of those who are gifted and talented; and 3) providing curricular materials to enhance strengths and talents.
OUTCOMES: Teachers will be taught strategies for promoting social integration as well as differentiation of instruction. The model is compatible with public school procedures, and is adaptable to programs in child care, private schools, and public agencies.

Bridging Early Services Transition Project--Outreach

Outreach Project--National/Multistate	Funding Period: 1990-93
Director: Sharon Rosenkoetter	Telephone: (316) 241-5153
Fiscal Agency: Associated Colleges of Central Kansas (McPherson, KS)	Grant No.: H024D00019

PURPOSE: To help administrators, service providers, and families plan and coordinate transitions for young children with disabilities or developmental delays.
TARGET: Families of children, birth through age 5 years, with disabilities, who are about to move to a new service setting; service providers; and administrators.
APPROACH: The model is being replicated more than 15 states with both rural and urban populations. The needs of each state, region, or local area regarding transition planning are assessed, and training is individualized. Workshop training, written materials, and other technical assistance are provided. The model offers three strategies to assist in the transition process: interagency coordination between sending and receiving programs; individualized family involvement; and transition curriculum planning/environmental modification to help children learn new skills to experience success in their new setting. The model has nine components: interagency, timeline management, family involvement, hospital to community transition, age 3 transition, age 5 transition, movement to community-based services, transitions within the day, and evaluation. The model contains adaptations for various types of transitions, for communities of various sizes, for children of different ages and types of disability, and for families with diverse resources and histories of participation.
OUTCOMES: Project outcomes include replicable models and adaptable procedures and instruments.

Skills for Promoting Integration in Preschool, Kindergarten, and First Grade Classrooms

Outreach Project--National/Multistate	Funding Period: 1991-94
Director: Judith Carta	Telephone: (913) 321-3143
Fiscal Agency: Juniper Gardens Children's Project, University of Kansas (Kansas City, KS)	Grant No.: H024D10009

PURPOSE: To provide training in a model for promoting successful integration of young children with disabilities into regular education settings; and to improve transitions of these children across settings.
TARGET: Children, age 4 and 5 years, with disabilities and their families; preschool and kindergarten teachers from special or regular education; and school district personnel.
APPROACH: The project offers a child-centered approach to integration and transition planning. The model has three components. (1) Core Components are strategies needed within sites (school districts or LEAs) to facilitate integration. These include classroom intervention strategies, assessment strategies that highlight areas of discrepancy between sending and receiving classrooms, strategies for promoting interagency collaboration, and strategies for enhancing parental involvement. (2) Support Components are activities required to maintain high-quality implementation at replication sites, including training, technical assistance, program monitoring, and coordination with the CSPD. (3) Replication Components are activities that promote dissemination of the model. The project will package print and video materials to assist in replication, train site coordinators to provide instruction and monitoring, and offer leadership training for university personnel who will provide technical assistance and act as site evaluators.
OUTCOMES: Anticipated outcomes include improved short- and long-term child outcomes, and decreases in subsequent needs for special education services.

Project STEPS (Sequenced Transition to Education in the Public Schools) Outreach Project

Outreach Project--National/Multistate	Funding Period: 1989-92
Director: Beth Rous	Telephone: (606) 278-0549
Fiscal Agency: Child Development Centers of the Bluegrass (Lexington, KY)	Grant No.: H024D90023

PURPOSE: To disseminate and replicate the STEPS model throughout Kentucky.
TARGET: Personnel in state, regional, and local programs throughout Kentucky, including state department of education, technical assistance resource centers, local school districts, Head Start, mental health/mental retardation programs, and early childhood intervention/preschool programs; and children, birth to age 5 years, with disabilities, and their families.
APPROACH: Project STEPS is a process-oriented, community interagency model for the transition of children with disabilities between service settings. Model components include 1) administration (establishing interagency groups, setting timelines, developing procedures); 2) staff involvement (training in administrative procedures, working with families, instructing children in skills for next placements); 3) family involvement (training parents to work with interagency teams); and 4) child participation (assessment and instruction strategies developmentally appropriate and functionally relevant to placement in integrated settings). Outreach services include training in establishing an interagency regional network of training teams; developing replication sites and providing training in model components; and developing and expanding products, such as a Core Facilitator Package.
OUTCOMES: The project will build a statewide interagency training and technical assistance (TA) network for the transition of young children with special needs from early intervention to preschool programs, and from preschool to school-age programs.

Project Reach ME--Maine's Birth to Five Early Intervention Outreach Model

Outreach Project--National/Multistate	Funding Period: 1989-92
Director: Anne Chaisson	Telephone: (207) 443-9575
Fiscal Agency: Department of Mental Health and Mental Retardation (Augusta, ME)	Grant No.: H024D90029

PURPOSE: To disseminate information from successful models of early intervention so that innovative practices can be replicated by programs..

TARGET: Parents and service providers (private practitioners, public and private agency staff).

APPROACH: Each component of the "best practice" areas (programming strategies, family-focused intervention, team assessment) will be addressed through a two-day institute using the University of Maine's interactive TV system, to promote widespread participation. Foundations for best practice areas will be provided by nationally recognized models. Follow-up training will be provided to target sites after each institute. A fourth institute will integrate the work from each best practice area. Models to be replicated include the following: 1) Project Interact's High Scope Program for Infants and Toddlers with Special Needs--Transactional Intervention Program, which offers programming strategies to create an interactive match between parent or interventionist and child; 2) the Family Enablement Project's Family-Centered Assessment and Intervention Model, designed to support family functioning through family support networks, parent-professional partnerships, and effective case management; and 3) Project KAI's inservice training model, which emphasizes developing policies and procedures at a systems level to support implementation of family-focused, community-based transdisciplinary assessment.

OUTCOMES: The project will create a statewide outreach mechanism to provide information, inservice training and technical assistance. Products include monographs and videos from each of the institutes, a training workbook on follow-up training, and brief training videos.

BEACON Outreach Project

Outreach Project--National/Multistate	Funding Period: 1990-93
Director: Peter Hainsworth	Telephone: (617) 329-5529
Fiscal Agency: Early Recognition Intervention Network (Dedham, MA)	Grant No.: H024D00005

PURPOSE: To increase the quantity and quality of services for young, bilingual children with handicaps, through screening of children in their native language and follow-up curriculum adaptations/sensitivities.

TARGET: Bilingual children at the preschool or primary level with handicaps; their families; teachers in mainstream/special bilingual programs; Head Start and day care agencies.

APPROACH: The project offers training and materials to screen young children in more than 30 languages and adapt regular classroom materials and strategies in English and the child's native language(s). On-site workshops of 1 to 2 days are available for screening only; 3- to 5-day workshops add the complete child curriculum and home adaptations. Participants administer screening tests, write IEPs and IFSPs, construct curriculum materials, and study parent involvement tools. A local coordinator provides follow-up with print and audiovisual materials. Project activities may be piggy-backed with the ERIN Outreach Program (see ERIN abstract) through dual-track workshops. Within the model, children are screened in their native language and tested with a criterion-referenced test of educational skills. An individual educational program is written for each child. Children and families receive follow-up classroom and/or home programming with BEACON materials adapted for bilingual children. Family involvement is encouraged through a range of options for home/school coordination.

OUTCOMES: The project will develop and disseminate print and audiovisual products to guide screening, curriculum application, and service delivery systems.

ERIN Outreach Program

Outreach Project--National/Multistate Funding Period: 1989-92
Director: Marian Hainsworth Telephone: (617) 329-5529
Fiscal Agency: Early Recognition Intervention Network (Dedham, MA) Grant No.: H024D90010

PURPOSE: To provide teachers with a technology for observing, planning, and implementing individualized education programs for children with special needs, ages 2 to 7 years in mainstream or segregated settings.
TARGET: Personnel in state agencies, public schools, Head Start, preschools, day care, and other programs which represent a range of geographic and socioeconomic conditions.
APPROACH: The ERIN Training Program for Adults (for regular or special educators and parents) provides the equivalent of 3 to 6 credit hours of college training through week-long Leadership Training Institutes or Regional Workshops. On-site supervision/consultation is provided by ERIN staff and local coordinators for program planning, needs assessment, implementation assistance, and evaluation. Project activities may be piggy-backed with the BEACON Outreach Project (see BEACON abstract) through dual-track workshops. The model stresses developmental growth in general coping and cognitive skills, and provides guidelines for adapting the learning environment to the needs of the range of children served, with different levels of program intensity based on setting and severity of handicapping condition. ERIN curriculum and training materials have been adapted into self-study guides and audiovisual materials in four domains: Participation (social/emotional), Language, Visual-Perceptual-Motor, and Body Awareness and Control.
OUTCOMES: The project will develop a pilot site to serve as an Extended Outreach Nucleus for a network of adopting sites, in order to facilitate training and ongoing support.

Project WIN Outreach

Outreach Project--National/Multistate Funding Period: 1989-92
Director: Geneva Woodruff Telephone: (617) 442-7442
Fiscal Agency: South Shore Mental Health Center (Quincy, MA) Grant No.: H024D90001

PURPOSE: To provide training and technical assistance to professionals in community service agencies concerning methods of serving HIV-infected and drug-exposed children and their families.
TARGET: Professionals from public and private programs at local, state, and national levels, including early intervention programs, day care programs, Head Start, public schools, residential programs, child welfare agencies, and foster care programs.
APPROACH: The project will provide awareness and model replication training to professionals in community service agencies serving children who are HIV-infected and drug-exposed, and their families. Awareness training will focus on educating professionals and the public about the service needs of these families. Replication training will assist teams in replicating or adapting transdisciplinary and transagency procedures that maximize service delivery and coordination. Project WIN's model of transdisciplinary team development and transagency coordination serves multiagency-involved/multiproblem families. Children in these families often are at risk for developmental delay. The WIN model has been demonstrated successfully with children, age 6 years and under, and their drug-using/recovering parents.
OUTCOMES: Products include training modules and a policies and procedures manual that provide guidelines for ongoing implementation of the model.

Steps for Kids: A Family Recovery Outreach Training Project

Outreach Project--National/Multistate
Director: Margot Kaplan-Sanoff
Fiscal Agency: Boston City Hospital (Boston, MA)

Funding Period: 1991-94
Telephone: (617) 534-4767
Grant No.: H024D10027

PURPOSE: To provide a range of training and consultation activities to help professionals improve the quality of life for women who abuse drugs and for their children.
TARGET: Service providers from a variety of disciplines (e.g., early interventionists, occupational therapists, nurses, social workers) and settings (e.g., child care workers, drug counselors, foster parents, shelter staff) who work with infants and young children at risk due to prenatal drug exposure and parental drug abuse, and their mothers.
APPROACH: The service model provides pediatric and child development services for the infant along with drug treatment and family planning services for the mother in a single setting which is non-stigmatizing and emphasizes the mother's concern for her child's well-being. The outreach project will offer transdisciplinary training geared to the specific needs of each identified group of providers. Training will focus around five skill areas: (1) knowledge on causes and consequences of addiction, and strategies for working with addicted and recovering mothers; (2) knowledge about the medical, developmental, and behavioral impacts of maternal drug use on children; (3) knowledge in the ecological model of family-focused intervention for addicted and recovering families; (4) information exchange among providers; and (5) knowledge and skills in early intervention strategies. Training methods include workshops, inservice courses, clinical supervision and focus groups within agencies, observation and practicum.
OUTCOMES: The project will improve the outcomes for children and families, and increase the skills in transdisciplinary service provision of providers who serve this population.

The Transactional Intervention Program: A National Outreach Training Project

Outreach Project--National/Multistate
Director: Amy Powell
Fiscal Agency: High/Scope Educational Research Foundation
(Ypsilanti, MI)

Funding Period: 1989-92
Telephone: (313) 485-2000
Grant No.: H024D90021

PURPOSE: To train service providers to implement the Transactional Intervention Program.
TARGET: Early intervention professionals and program administrators in 15 states who work in programs providing a full range of educational and therapeutic services for children with handicaps, birth to age 5 years, and their families. Professionals working with preschool-age children may receive training if their services include a commitment to parent involvement.
APPROACH: The project provides training and technical assistance in replication of the TRIP model, using a trainer-of-trainers approach. Training is provided over four one-week sessions to prepare participants to train co-workers in the TRIP model and in developing program policies and administrative procedures. At each regional site, training will be provided for 20 participants, representing 6 to 10 programs. The project will conduct a regional institute for local intervention teams prior to model implementation, with follow-up technical assistance. TRIP is a family-focused early intervention model designed to promote child development by focusing on the quality of interaction between child and family. Intervention strategies include turn-taking (to increase parental responsiveness and decrease directiveness), and interactive match (to modify parental behavior to match the child's behavioral style, current interests, developmental level, and information-processing capacity).
OUTCOMES: Approximately 375 professionals and 60 administrators and supervisors will be trained to monitor and carry out the High/Scope TRIP model.

Project Dakota Outreach

Outreach Project--National/Multistate | Funding Period: 1991-94
Director: Linda Kjerland | Telephone: (612) 455-2335
Fiscal Agency: Dakota, Inc. (Eagan, MN) | Grant No.: H024D10035

PURPOSE: To incorporate components of a family-centered, community-based intervention model into state and local program policy and practice.
TARGET: Young children, birth to age 6, with special needs, and their families; and personnel from state department and interdepartment entities, local early intervention programs, advocacy groups, and local interagency groups responsible for early intervention.
APPROACH: The model organizes program resources for responsiveness to families and their children, via portability, flexibility, and continuity across formal and informal settings. It provides a decision-making process in which the family, together with single or multiple agencies, share expertise, information, and planning that are responsive to family concerns, priorities, and preferences. Model components are family-centered collaboration; transdisciplinary interagency team structure; and inclusion in formal and informal settings (e.g., neighborhoods, child care, recreation programs). Outreach services include 1- to 3-day intensive training and follow-up with local programs, which may involve consultations, facilitated discussion, observation, guided practice, focus groups, skills training, demonstrations, and assistance with program evaluation; on-site and telephone consultations; strategic planning; materials; and keynote and other presentations. The project's parent and staff trainers respond to requests in ways tailored to the pace, composition, priorities, and challenges of the participants.
OUTCOMES: Anticipated outcomes include fluid organizational structures and practices to achieve family-centered, community-based early intervention; and formation of local mission, goals, practices, and program evaluation to monitor progress toward achieving the mission.

Educational Home Model Outreach Project

Outreach Project--National/Multistate | Funding Period: 1990-93
Director: Sarah A. Mulligan | Telephone: (406) 243-5467
Fiscal Agency: Montana University Affiliated Rural Institute on Disability (Missoula, MT) | Grant No.: H024D00003

PURPOSE: To provide training to child care providers who wish to expand their programs to integrate children with disabilities into existing family day care homes and child care centers.
TARGET: Child care providers in Montana and other rural states who provide services for children, birth through age 5 years, with developmental, physical, or medical disabilities.
APPROACH: The project will conduct awareness activities, develop and disseminate products, stimulate replication sites, provide training and technical assistance, and coordinate with state and local resources. An Individualized Outreach Training Plan will be developed to help each child care provider learn specialized skills and implement model components. The model's seven components include: 1) developing integrated programs for children with disabilities; 2) meeting individual child needs; 3) involving parents and families; 4) encouraging community collaboration; 5) managing health and safety issues; 6) designing and arranging physical environments; and 7) program management. The model was designed for remote/rural areas, and serves children with a variety of disabilities. It provides a complement to early intervention services by extending the family's options to include community-based child care and preschool settings. Identifying and working with the unique qualities of each child care site make the project effective in helping providers in rural areas with specific needs and limited resources.
OUTCOMES: Project information and training materials will be disseminated through conference presentations, articles, participation on state and national committees related to child care issues, and training sessions.

Montana Early Intervention (0-5) Outreach Project

Outreach Project--National/Multistate	Funding Period: 1990-93
Director: Richard Van den Pol	Telephone: (406) 243-5344
Fiscal Agency: School of Education, University of Montana (Missoula, MT)	Grant No.: H024D00029

PURPOSE: To provide technical assistance to early intervention service providers for replication of the CO-TEACH Preschool model.
TARGET: State and local education agencies, early intervention programs, and service providers.
APPROACH: A rural outreach consortium approach is used by the statewide project. Consortium participants will assist in identifying potential adoption sites, disseminating materials, hosting site visits, providing technical assistance, and developing a statewide resource access system of local expertise in early intervention methods. Training initially involves mailing of replication materials, followed by visits to model sites and to adoption sites. The CO-TEACH Preschool model has three components: Special Preschool, utilizing the MERIT Curriculum; Transition, to facilitate transition from specialized preschool into regular kindergarten; and Family Support, including training, referrals, support, and advocacy.
OUTCOMES: The project's consortium approach will build on existing relationships among state and local agencies. Local schools will be able to better provide preschool services. Consortium participants will work to enhance Montana's services for young children with disabilities and their families.

VIDEOSHARE Model Outreach Project

Outreach Project--National/Multistate	Funding Period: 1991-94
Director: Richard van den Pol	Telephone: (406) 243-5344
Fiscal Agency: School of Education, University of Montana (Missoula, MT)	Grant No.: H024D10024

PURPOSE: To provide training in a model that uses videorecording to supplement traditional normative and criterion-referenced measures to document the accomplishments of young children with disabilities.
TARGET: Young children, birth through age 8 years, with disabilities, and their families; and agencies that provide or are developing special preschool programs to serve this population.
APPROACH: The model has three components: (1) Daily Activity Videotapes for Parents, to encourage carry-over of the child's abilities at school to the home setting; (2) Pre and Post Videotapes of Child Performance to Encourage Transition to the Least Restrictive Setting, which provide the receiving school's Child Study Team with efficacy data on child performance and readiness for mainstreaming; and (3) Videotapes of Therapeutic Interventions to Support Child Skill Maintenance and Generalization after Transition. Adoption sites will complete a self-assessment of needs and will receive component or model replication training, consisting of descriptive video, self-instruction materials, telephone consultations, and other support activities. Adoption site personnel may be invited to visit a demonstration site for "hands-on" training. The project will produce and disseminate instructional videotapes that describe the project, the video-based assessment system, data collection, videotape editing procedures, and data analysis.
OUTCOMES: Anticipated outcomes include improvement and expansion of early intervention transition services through augmented assessment; promotion of optimal functioning of children with disabilities; and demonstration of an effective, low-cost approach to delivery of services.

Project Continuity

Outreach Project--National/Multistate	Funding Period: 1991-94
Directors: Barbara Jackson & Judy Quinn	Telephone: ((402) 559-7368
Fiscal Agency: Meyer Rehabilitation Institute (Omaha, NE)	Grant No.: H024D10037

PURPOSE: To adapt, implement, and evaluate a model of continuity of care for young children with special health care needs who are at-risk for developmental problems.
TARGET: Children with special health care needs, birth through age 5 years, who are at risk for developmental problems due to their health status, compounded by frequent hospitalizations; their families; and health care professionals in hospital and community settings.
APPROACH: The model provides continuity of care for at-risk young children who have special health care needs, while the child is in an acute care setting, and to support the transition of the child into the home environment. Supportive services are provided to families to facilitate coordination of care among local community agencies. Major activities include provision of service coordination and developmental, nursing, and medical care across life settings (hospital, home, educational/therapy programs). The outreach project emphasizes a family-centered approach, interagency and community involvement, adaptation to individual community needs, and implementation of best practices. A community advisory team will be established at each site for planning and implementation of the technical assistance plan. Implementation will include consultation, inservice workshop, and provision of resource material. Evaluation will focus on both outcomes and the process for achieving identified outcomes.
OUTCOMES: The model will enable regional health care facilities to establish new, and improve existing, programs and improve the health care for children who might otherwise receive limited education and service coordination during hospitalization.

Project Ta-kós

Outreach Project--National/Multistate	Funding Period: 1991-94
Directors: Betty Yoches & Linda Askew	Telephone: (505) 345-6889
Fiscal Agency: Alta Mira Specialized Family Service (Albuquerque, NM)	Grant No.: H024D10039

PURPOSE: To provide inservice training that will assure that infants and young children with special needs and their families receive services within the mainstream of the community.
TARGET: Children, birth to age 8 years, with or at risk for disabilities, and their families; and education, social service, and health care professionals. Attention will be paid to rural areas.
APPROACH: Project Ta-kós (an Indian term suggesting that any decision or course of action affects seven generations) is designed to increase the probability that children, birth to age 8 years, with special needs and their families can access appropriate services in order to remain an integral part of the community in which they reside. The model emphasizes integration (child in family, family and child in school, and family and child in the community), and views individual child and family behaviors in the context of social, cultural, and environmental settings while promoting respect for the unique styles of families. Outreach training includes (1) family-centered curriculum, (2) a three-phase training framework (information acquisition, skill acquisition, skill retention), (3) inservice program planning process which is collaborative and site-specific and uses a hands-on approach, (4) continuum of competence (individual and collective), (5) interagency collaboration, and (6) administrative support. Training activities include discussion, role play, take-home activities, and self awareness/clarification activities. While parents are encouraged to participate in all training components, two are specifically designed for them.
OUTCOMES: Training will result in more responsive support and services to families of children with special need.

Birth to Three Inservice Model Outreach

Outreach Project--National/Multistate — Funding Period: 1990-93
Director: Mary Beth Bruder — Telephone: (914) 285-7052
Fiscal Agency: New York Medical College (Valhalla, NY)) — Grant No.: H024D00007

PURPOSE: To provide training to early interventionists who work in programs that serve infants and toddlers, birth to age 3 years, with disabilities.
TARGET: Infant specialists employed within state early intervention programs throughout New York State.
APPROACH: Training will consist of multiple training sessions called institutes, with a maximum of ten participants in each institute. An institute will address a single intervention topic and will consist of approximately six to ten 3-hour sessions, combining lectures, discussion, videos, practical activities, and feedback. Institute topics include the individualized family service plan (IFSP), infant curricula, case coordination, and transdisciplinary teamwork. Participants will apply the training content through implementation of competency tasks in a follow-up phase of training. The program will focus on the acquisition of skills necessary to provide services under P.L. 99-457. Training is organized to reflect adult learning principles as they relate to staff development.
OUTCOMES: The model is a prototype for replication across service settings, consumers, and administrative arrangements. The project will reflect state-of-the-art training content for infant specialists.

Niños Especiales Outreach Project

Outreach Project--National/Multistate — Funding Period: 1990-93
Director: Mary Beth Bruder — Telephone: (914) 285-7052
Fiscal Agency: New York Medical College (Valhalla, NY)) — Grant No.: H024D00010

PURPOSE: To provide outreach training to early interventionists based on a model of culturally sensitive, family-focused early intervention services for infants and families of Puerto Rican heritage.
TARGET: Families of Puerto Rican heritage, and their infants and young children with disabilities; and early interventionists within the state of Connecticut and the New York Metropolitan area.
APPROACH: Training will be provided in three separate components, each designed to match a specific interventionist's or program's needs. 1) Workshops targeted at providing information and raising awareness of culturally sensitive, family-directed services will be offered monthly for groups of up to 50 participants. 2) Long-term training will be provided to groups of up to eight participants through topic-specific, competency-based institutes. Each institute will consist of four to seven sessions which include didactic and practicum components. Follow-up support will be provided for one year. Four institutes will be conducted each year. 3) The third component is model replication training, which will be provided to programs through on-site technical assistance. Project elements include family orientation, cultural sensitivity, transdisciplinary services, interagency collaboration, and transition to preschool.
OUTCOMES: The project will develop and disseminate materials for use during training, including manuals and a replication checklist.

The Regional Program for Preschool Handicapped Children Outreach

Outreach Project--National/Multistate
Director: Carol Eagen
Fiscal Agency: Putnam/Northern Westchester BOCES
(Yorktown Heights, NY)

Funding Period: 1989-92
Telephone: (914) 962-2377
Grant No.: H024D90039

PURPOSE: To replicate a model service delivery system for young children with disabilities.
TARGET: Teachers, paraprofessionals, administrators, and clinical personnel from local education agencies, intermediate education units, Head Start programs, and private agencies. Agencies that serve ethnic and/or linguistic minorities, and/or economically disadvantaged children will be targeted.
APPROACH: Outreach services include awareness activities, pre-outreach training survey, orientation conference, on-site demonstration of model components, training workshops, follow-up visits, materials dissemination, and the RP Hotline. Training workshops will be 1 to 3 days in length and will combine lecture, discussion, and active participation. The direct service model addresses skills necessary to function in integrated educational environments (Interactive Teaching Process), team-based programming (Transdisciplinary Team Approach), effective involvement of families (Parent Involvement Model), and interagency coordination (A Guide for Creating Community Awareness and Developing Interagency Cooperation). Although designed primarily for use with moderately handicapped children (language-impaired, mildly mentally retarded, emotionally handicapped, etc.), the model is adaptable for programs serving physically or multiply handicapped children.
OUTCOMES: Children will make educationally significant gains in verbal, perceptual, and cognitive skills. Workshop participants will learn to use a transdisicplinary approach and to provide effective and collaborative activities for families and communities.

Charlotte Circle Outreach

Outreach Project--National/Multistate
Director: Mary Lynne Calhoun
Fiscal Agency: University of North Carolina at Charlotte
(Charlotte, NC)

Funding Period: 1991-94
Telephone: (704) 547-2531
Grant No.: H024D10006

PURPOSE: To provide technical assistance to states on the development of early intervention services, and to early intervention programs in replication of the service delivery model.
TARGET: Infants and young children, birth through age 2 years, with severe disabilities, and their families; state Part H coordinators; and early intervention program staff.
APPROACH: The project offers training in a 12-month classroom- and home-based model of service delivery. The classroom component provides intensive early education services while serving as a laboratory on the development of effective social reciprocity interventions. Special parent-child days in the classroom and ongoing opportunities for parent involvement make the model family-centered. During monthly home visits, child goals are planned, and information, instruction, and support are provided in areas of need identified by parents. The project will establish model replication sites in each participating state which, in turn, will host regional conferences and serve as resources for other early intervention programs. Training efforts will focus on appropriate and effective field-tested social reciprocity interventions, and the facilitation of flexible, responsive, community-based service delivery. Training is based on adult learning principles. Other outreach activities include information dissemination, internships, and development of networking and social support among early interventionists.
OUTCOMES: Anticipated outcomes include increased opportunities for children with disabilities to interact with their nondisabled peers, and increased confidence of early interventionists to meet the needs of children with challenging conditions.

Family Enablement Project

Outreach Project--National/Multistate
Directors: Carl Dunst and Angela Deal
Fiscal Agency: Western Carolina Center Foundation
(Morganton, NC)

Funding Period: 1991-94
Telephone: (704) 433-2661
Grant No.: H024D10003

PURPOSE: To promote and enhance the ability of early intervention practitioners to identify and meet the needs of infants and toddlers with disabilities and their families through the IFSP process.
TARGET: Young children with disabilities, birth through age 2 years, and their families; and early intervention practitioners.
APPROACH: The model views family needs and aspirations, family strengths and capabilities (family functioning style), and social support and resources as separate but interdependent parts of the assessment and intervention process, and views the help-giving behaviors of professionals as a means to empower and to enable families to acquire and use resources. The project will focus on promoting competencies that will permit early intervention practitioners to assume the types of roles needed to be responsive to the individual needs of families. Replication activities will include 3 to 5 days of on-site training involving workshops, training in the four model components, and training on the IFSP; follow-up technical assistance and consultation; project-based training; and a project newsletter. Other project activities include national workshops, university-based training, an annual forum on early intervention issues, conference presentations, consultations, and technical assistance.
OUTCOMES: Anticipated outcomes include improvement of the ability of early intervention practitioners to meet child and family needs and to identify and promote child competencies needed to function in least restrictive educational and community environments.

Project SUNRISE (Systematic Use of Newly Researched Interventions by Special Educators)

Outreach Project--National/Multistate
Director: Melinda Raab
Fiscal Agency: Western Carolina Center Foundation
(Morganton, NC)

Funding Period: 1991-94
Telephone: (704) 433-2865
Grant No.: H024D10004

PURPOSE: To provide training to center-based programs in a classroom-based model that promotes optimal functioning of young children with disabilities in least restrictive settings.
TARGET: Infants, toddlers, and preschoolers with disabilities and their families; and professionals, including early interventionists, classroom personnel, program administrators, related services personnel, and lead agency personnel.
APPROACH: The classroom model is based on evidence that dimensions of classroom programs influence child behavior and development, and that higher levels of engagement create opportunities for other child outcomes. Model components are Program Foundation and Philosophy, Management and Training, Environmental Organization, Instructional Techniques, Instructional Content, Staffing Patterns, and Program Evaluation. The project offers on-site replication training, including needs assessment, orientation workshop, intensive training activities that are "job-embedded" and allow for practice in the workplace, the use of performance checklists, and follow-up visits. The project will establish replication sites that may function as training resource sites demonstrating model components. Other outreach activities include group training (e.g., workshops, conference presentations), product development and dissemination, and state-level collaboration and coordination activities.
OUTCOMES: Anticipated outcomes include enhancement of caregiver skills, and promotion of high-quality center-based programs, and promotion of optimal child functioning.

The Family Network

Outreach Project--National/Multistate
Directors: David Shearer, Leah Holden, & Cindy Oser
Fiscal Agency: Children's Hospital Medical Center,
Family Child Learning Center (Akron, OH)

Funding Period: 1989-92
Telephone: (216) 633-2055
Grant No.: H024D90024

PURPOSE: To address the needs of families of young children with disabilities by replicating two validated education and information programs (Family First and Building Family Strengths).
TARGET: Parents of children with disabilities throughout Ohio.
APPROACH: The project will establish a statewide regional network of parent education and support programs for families of infants and young children with disabilities. Parent consultants employed in each of Ohio's six perinatal regions will recruit and train parents to provide education and parent-to-parent support in local communities. Parent trainers will work under the coordination of parent consultants and will be responsible for education and support in their regions. Services include one-to-one parent support, small group discussion, large group sessions, and workshops. Building Family Strengths is designed to increase family confidence in decision-making. The model has eight training modules which address program philosophy, dealing with emotions, effective communication skills, decision-making, understanding the individualized family service plan (IFSP), participating in the IFSP process, transition, and coordination of services. Family First is a training model for parents and professionals that is designed to empower parents.
OUTCOMES: The project will develop a set of videotapes that can be used by families for self-instruction.

EPS Linked System of Assessment, Intervention, and Evaluation for Early Intervention Programs

Outreach Project--National/Multistate
Director: Diane Bricker
Fiscal Agency: Center on Human Development, University of Oregon
(Eugene, OR)

Funding Period: 1991-94
Telephone: (503) 346-3568
Grant No.: H024D10011

PURPOSE: To provide training in a linked system of assessment-intervention-evaluation.
TARGET: Children, birth to age 6 years, with or at risk for disabilities, and their families; and professionals from a variety of agencies and service delivery models.
APPROACH: The Evaluation and Programming System (EPS) is a criterion-referenced instrument for assessing the skills and abilities of infants and young children who are at risk or have disabilities. The system provides for initial assessment of developmental level, IEP/IFSP development, individual program monitoring, and evaluation of service impact. Emphasis is placed on functional skills, observation in familiar and usual environments, adaptability of assessment items, and generalizability of skills. A parallel parent assessment evaluation form for caregivers is included. Training in use of the EPS will be provided through two-day workshops that combine didactic and applied content in large and small group sessions. Attention will be given to individual agency or participant weaknesses and strengths in such areas as assessment of child functioning, identification of family strengths and interests, integration of goals and objectives into functional daily activities, and inclusion of parents. Participants will be prepared to provide training to colleagues in their home agency. Technical assistance in the follow-up phase will address issues in actual implementation of the system in service settings.
OUTCOMES: The model is appropriate for a variety of service settings and can be implemented at no additional cost to programs.

Teaching Research Integrated Preschool (TRIP) Model

Outreach Project--National/Multistate
Directors: Joyce Peters
Fiscal Agency: Teaching Research Division,
Western Oregon State College (Monmouth, OR)

Funding Period: 1991-94
Telephone: (503) 838-8812
Grant No.: H024D10033

PURPOSE: To increase quality services in integrated settings for young children with disabilities and their families, through specialized staff development training.
TARGET: Children, birth to age 6 years, with or at risk for disabilities, and their families; and early childhood educators (teachers and paraprofessionals) and family intervention specialists.
APPROACH: The TRIP model has seven components: integration, activity-based instruction, individualized programming, family involvement, environmentally referenced assessment process, regular data collection and analysis, and staff management. Children birth to age 30 months are served in a home-based format in combination with an optional parent/toddler two-day-per-week program. Children over age 30 months are served in an integrated classroom setting. The outreach project will address dissemination activities, training, establishing satellite training sites, and evaluation. The project has developed a nationwide network of satellite training centers that will serve as regional training sites. The competency-based training includes a five-day session which provides structured practicum experience supplemented by small group seminars, and two follow-up/technical assistance visits to each trainee's work site. The specialized training package for family intervention specialists will include core model components, as well as family/home-focused components.
OUTCOMES: The project will improve services for target children and families. Training efforts will be designed to address the needs of children from culturally, linguistically, and racially diverse backgrounds and those residing in rural areas.

LEAP Outreach

Outreach Project--National/Multistate
Director: Phillip Strain
Fiscal Agency: Allegheny-Singer Research Institute (Pittsburgh, PA)

Funding Period: 1991-94
Telephone: (412) 359-1600
Grant No.:

PURPOSE: To provide training in an integrated service delivery model that meets the educational needs of both typical preschool children and children with autism.
TARGET: Young children, age 2 to 5 years, with autism, and their families; and agency staff.
APPROACH: Learning Experiences . . . An Alternative Program for Preschoolers and Parents (LEAP) serves children with autism and typical children, age 2 to 5 years. The model has four components: referral and screening, classroom instruction, parent involvement and education, and future educational placement planning. The model offers individualized programming for 24-hour intervention, and a variety of strategies to encourage positive social interaction, including peer-mediated social interaction training. The project will develop replication sites to train participants in implementation of the LEAP model, initiate developmentally integrated services for children with disabilities, and coordinate local involvement with state early childhood plans. A two-week intensive training experience addresses classroom organization and management, curriculum, integration, volunteer utilization, evaluation, supervision, and parent participation. The scope and sequence of outreach activities (e.g., awareness, building coalitions, etc.) are matched to the political, economic, and logistical realities at specific sites.
OUTCOMES: Anticipated outcomes include increases in positive peer interactions, decreases in disruptive behaviors, and deferral of residential placement for target children. At least 50% of these children are expected to be placed in regular educational settings and to display age-appropriate developmental functioning as a result of the model.

Project TLC: Technology-Learning-Collaboration National Outreach Project

Outreach Project--National/Multistate	Funding Period: 1991-94
Director: Janet Sloand-Armstrong	Telephone: (717) 236-7278
Fiscal Agency: United Cerebral Palsy Association, Inc. (Harrisburg, PA)	Grant No.: H024D10048

PURPOSE: To build a replication network for the Technology-based Environmental Impact Model, a set of service delivery practices consisting of the careful integration of available technologies into educational and therapeutic programming for children with disabilities.
TARGET: Children, birth to age 3 years, with disabilities, and their parents; and early intervention program staff and administrators representing a variety of disciplines (e.g., physical therapy, occupational therapy, education), with emphasis on rural, economically disadvantaged areas.
APPROACH: For children with special needs, adaptive switch-activated toy play and computers offer an alternative learning modality, as well as a strategy for controlling their worlds. For children without disabilities, technology can motivate learning and expand play options. For the two groups together, technology equalizes differences and provides opportunities for interaction. The outreach project will train four-member Parent-and-Practitioner Teams and three-member Management Teams, each representing various service disciplines involved in early intervention programs. Training is competency-based, and consists of centralized training sessions, with hands-on experience and application to real-life case studies; follow-up teleconferences; interim "homework" (direct application); and technical assistance. Specialized training will be provided to selected participants in training others to use technology. The project also will conduct training workshops at state conferences.
OUTCOMES: Parents and professionals will gain knowledge and skill in the uses of assistive technology devices and services to enhance the independence of children with disabilities.

Cognitive Education for Young Handicapped Children: National Outreach through Regional Centers

Outreach Project--National/Multistate	Funding Period: 1990-93
Directors: H. Carl Haywood & Penelope Brooks	Telephone: (615) 322-8380
Fiscal Agency: Vanderbilt University (Nashville, TN)	Grant No.: H024D00008

PURPOSE: To develop a multi-state program that will assist regional centers in delivering cognitive early education for children with disabilities.
TARGET: Children, age 3 to 6 years, with disabilities, and their families; and educators, including teachers, administrators, psychologists, and specialized therapists.
APPROACH: The project offers a time-limited, phased-reduction program to assist six existing regional centers in the delivery of cognitive early education to preschool children with disabilities. Outreach through the regional centers will consist of both direct outreach services (teacher training, consultation, teaching materials) to individual programs, and indirect services to six regional centers. Services to regional centers include advanced training, provision of teacher training guides and materials, consultation, and evaluation. The regional centers will serve local implementation sites by providing awareness workshops, basic-level teacher training, mutual implementation support, classroom consultation and monitoring, in-region communication, liaison with state and local educational agencies, and assistance in program evaluation. The direct cognitive curriculum provides appropriate training to enable children with handicaps to join mainstream education process.
OUTCOMES: The outreach structure will increase strength in regional centers and local programs. These centers are in the best position to teach the curriculum because of their knowledge of state laws and certification requirements.

Magnolia Circle Outreach

Outreach Project--National/Multistate
Director: Steve Warren
Fiscal Agency: Vanderbilt University (Nashville, TN)

Funding Period: 1991-94
Telephone: (615) 322-8277
Grant No.: H024D10014

PURPOSE: To provide training in the TOT (Tennessee Outreach Training) model of "best practices" in six southeastern states.
TARGET: Personnel in programs providing center-based and/or home-based services for children from identification to age 5 years.
APPROACH: The TOT model includes six components: 1) development of a functional curriculum that is both developmentally and age appropriate; 2) organization of the environment across settings; 3) promotion of opportunities for and training of age-appropriate social interaction skills across current and future environments; 4) effective intra- and interagency use of related support services; 5) effective ongoing involvement of families in planning and delivery of services; and 6) coordinated efforts to facilitate transition of children and families as they encounter changes in services over the early childhood period. Each of these components is supported by competency-based training modules. The model will be implemented at the individual program level based on an accelerating "levels of involvement" model. The project will provide consultation, inservice training, and technical assistance on a regional and statewide basis. The project will assist programs in establishing or maintaining a Reciprocal Technical Assistance Training Network within their geographic locale.
OUTCOMES: The project should directly impact on the ability of early interventionists to evaluate their strengths and needs relative to "best practices", the need for inservice training, the quality and range of services offered by programs, and the policies and practices that foster effective parent-professional partnerships.

Integrated Outreach Project

Outreach Project--National/Multistate
Director: Sarah Rule
Fiscal Agency: Center for Persons with Disabilities
(Logan, UT)

Funding Period: 1991-94
Telephone: (801) 750-1991
Grant No.: H024D10034

PURPOSE: To provide training and technical assistance to early intervention personnel so that they may provide services to young children with disabilities in the least restrictive environment.
TARGET: Early childhood special educators, paraprofessionals, and related services personnel in rural Arizona, Idaho, Nevada, Utah, and Wyoming
APPROACH: Training will be provided in components of four models that address service delivery to preschoolers with disabilities in the least restrictive environment: the Social Integration Project, the Functional Mainstreaming for Success Project, the Preschool Transition Project, and the Multi-Agency Project for Preschoolers. The components are organized into five content areas: assessment, organization of services in a variety of settings, service delivery, parent involvement, and transition. Project staff will negotiate with local education agencies to determine which project components the district will implement, and then will negotiate an individual training and assistance plan with each early intervention team member. Training will include didactic information presented through workshops or alternative formats, and follow-up on-site technical assistance and monitoring to enable participants to implement appropriate practices in their own service settings. Training will be coordinated with state education agencies and Utah State University.
OUTCOMES: The combined models allow agencies to choose from a continuum of components that best suit the needs of local populations and community resources. Training may help participants meet certification standards for serving preschoolers with disabilities.

Multi-Agency Project for Preschoolers (MAPPS) Outreach

Outreach Project--National/Multistate	Funding Period: 1990-93
Director: Adrienne Akers	Telephone: (801) 752-3838
Fiscal Agency: Center for Persons with Disabilities (Logan, UT)	Grant No.: H024D00014

PURPOSE: To provide training and technical assistance to agencies to assist them in developing new services and improving existing services for young children with special needs.
TARGET: Infants and preschool children with special needs and their fmailies; and service providers responsible for their education.
APPROACH: The project will develop technical assistance (TA) agreements with Idaho, Utah, and Wyoming to determine their training and TA needs and priorities. MAPPS staff act as facilitators; teachers are viewed as the local experts, capable of solving their own problems when provided with the requested training and TA. Training workshops are conducted for staff and families with follow-up TA to ensure that all intervention programs are running smoothly. Evaluation of project effectiveness will be conducted at each of the 12 sites. The MAPPS model is a comprehensive home- and/or center-based method that uses a team-based approach, with a flexible curriculum that allows the child to progress at his/her own rate and materials that are consistent with the child's immediate environment and culture. Components include administration, direct services, and monitoring and support. The model has been implemented in a variety of settings, including Head Start programs, regular day care and preschool, and rural programs.
OUTCOMES: MAPPS awareness presentations are made to other states through the National Diffusion Network. Program results and product information will be disseminated nationally. The project has developed a slide-sound presentation to facilitate training. An implementation and training guide describing use of materials in various teaching situations will be produced.

Project INSITE Outreach

Outreach Project--National/Multistate	Funding Period: 1989-92
Director: Don Barringer	Telephone: (801) 752-4601
Fiscal Agency: Utah State University (Logan, UT)	Grant No.: H024D90022

PURPOSE: To provide outreach services to prospective and ongoing adopting agencies that deliver home-based early intervention services.
TARGET: State, local, and other agencies that provide services to infants, toddlers, and preschool-age children who are multihandicapped/sensory impaired, and their families.
APPROACH: Project INSITE is a home-based, family-centered early childhood model that provides for early identification, assessment of family needs, child assessment, intervention, and family services through weekly home visits by a Parent Advisor. Parent involvement and interdisciplinary coordination are emphasized in all phases of programming and in transition to center-based settings. The curriculum addresses communication, hearing, vision, motor development, and cognition, as well as social-emotional and self-help skills. The project will help families to facilitate development of these skills and to function as effective members of their child's team. Outreach activities include dissemination and awareness activities; identification and selection of replication sites, including needs assessment; training in implementation of INSITE curriculum and procedures; technical assistance and provision of start-up materials; and evaluation. Parent Advisor Basic Training consists of two on-site workshops to train local providers to incorporate the model and curriculum into existing programs. Continuation Training provides replication sites with consultation, workshops, site visits, and information. INSITE Trainers receive intensive instruction for local or national certification.
OUTCOMES: The project will work with replicating agencies nationwide to develop ways of sharing expertise, resources, and understanding to strengthen and maintain effective programs.

SKI*HI Outreach

Outreach Project--National/Multistate	Funding Period: 1989-92
Director: Don Barringer	Telephone: (801) 752-4601
Fiscal Agency: Utah State University (Logan, UT)	Grant No.: H024D90004

PURPOSE: To provide outreach services to agencies delivering direct and support services to families of young children with hearing impairments through a home-based service model.
TARGET: Agencies serving young children with hearing impairments and their families.
APPROACH: SKI*HI is a home-based model for children, birth to age 5 years, with hearing impairments and their families. Components are Administrative Services (identification, child and family assessment, program management, transition); Direct Services to Families (parent readiness assessment, emotional support, skills training); and Supportive Services (clinical, medical, developmental, logistical, psychological). Parent Advisors make weekly home visits to provide instruction and support to families and other caregivers, and help coordinate services with other professionals. The curriculum addresses hearing and speech; language; cognition; social-emotional and self-help skills; communication; and motor skills. Emphasis is on helping family members to facilitate their child's skill development and to function as effective team members. The outreach project offers awareness activities, training, start-up materials, and on-site consultation. Parent Advisor Training, emphasizing direct services, is offered entirely on-site or a combination of short on-site sessions and home study. Continuation Training, addressing administrative and support service components, is provided through on-site topical workshops. Trainers' Training workshops offer certification at the local or national level. Assistance is offered in monitoring, record-keeping, evaluation, and product development.
OUTCOMES: The project will work with replicating agencies nationwide to develop ways of sharing expertise, resources, and understanding to strengthen and maintain effective programs.

Statewide Replication of a Model for Early Childhood Special Education Program Development in Rural Settings

Outreach Project--National/Multistate	Funding Period: 1990-93
Director: Wayne Fox	Telephone: (802) 656-4031
Fiscal Agency: Center for Developmental Disabilities, University of Vermont (Burlington, VT)	Grant No.: H024D00018

PURPOSE: To enable local school districts to establish new or improve existing early childhood special education (ECSE) programs by providing a process to incorporate "best practices" into their service delivery model.
TARGET: Children, age 3 to 6 years, with special needs, and their families; educational personnel; and community agency service providers in 24 rural Vermont counties.
APPROACH: On-site technical assistance will be offered to each site to prepare planning team members to complete model components through training on collaborative teaming, goal-setting, and group problem-solving. Five or six day-long training sessions will be conducted in each of four regions, with follow-up on-site technical assistance. Statewide training will be offered to develop or improve program components (e.g., child find, least restrictive environment, transition planning, family-centered services) through implementation of exemplary practices. Components of the model include 1) formation of a planning team representing families, schools, and agency and private providers; 2) self-assessment of current ECSE practices; 3) a discrepancy analysis comparing current and "best practices;" 4) identification of available and needed resources, and of barriers; 5) development of a long-range plan for improving services; 6) development and implementation of short-range action plans; and 7) evaluation.
OUTCOMES: The project will develop materials describing the program development model, including an ECSE program assessment instrument and "best practices" guidelines.

Project Trans/Team Outreach

Outreach Project--National/Multistate	Funding Period: 1989-92
Director: Corinne Garland	Telephone: (804) 565-0303
Fiscal Agency: Williamsburg Area Child Development Resources, Inc. (Lightfoot, VA)	Grant No.: H024D90030

PURPOSE: To disseminate and replicate a model of transdisciplinary inservice training.
TARGET: Early intervention teams in public and private agencies in states--including Texas, Maryland, and Virginia--that provide early intervention services for young children with special needs and their families.
APPROACH: Training is designed to give teams of families and staff the information and skills needed to work in a family-centered, transdisciplinary approach. Assistance is offered in three phases: 1) training in both information and skill development; 2) technical assistance in developing plans for program change; and 3) inservice training to support change. Trans/Team Outreach provides early intervention teams with an inservice training model that supports a family-centered, transdisciplinary approach to early intervention service delivery. The model is based on principles of organizational change and on adult learning principles. The inservice training package has five modules: Transdisciplinary Model of Service Delivery, Individualized Family Service Plan, Case Management Service Coordination, Bringing a Family Focus to Early Intervention, and Building Successful Early Intervention Teams.
OUTCOMES: The project will refine the inservice curriculum and develop additional materials to assist replication sites with orientation and inservice training for new staff and families.

NICU Transition Project

Outreach Project--National/Multistate	Funding Period: 1989-92
Directors: Forrest C. Bennett & Rodd Hedlund	Telephone: (206) 543-4011
Fiscal Agency: Experimental Education Unit, University of Washington (Seattle, WA)	Grant No.: H024D90011

PURPOSE: To replicate the Transactional Family Systems Model Project (TFSM) in hospital neonatal intensive care units (NICUs) and community developmental centers.
TARGET: Personnel in hospital NICUs, community developmental centers, school districts, and public health agencies in Alaska, Idaho, Montana, and Washington.
APPROACH: The project has two components: 1) assisting hospital NICUs and community service providers in collaboration on the development and implementation of a comprehensive transition plan for multiply handicapped/medically fragile infants and their families; and 2) assisting community developmental centers in developing and implementing an array of services for these children. Training addresses development of the Home Transition Plan, development and management of the Individualized Family Service Plan, case management, assessment techniques, and evaluation of child and family progress. The model offers an intervention/transition approach focusing on family interactions across time. Services emphasize facilitating positive parent-infant interactions and encouraging interactions that foster the child's developmental growth. The transition process begins 3 to 4 weeks prior to NICU discharge to allow time for parent training in medical and caregiving procedures. Weekly home visits are scheduled so that both parents can participate. The model provides a transagency approach to case management and coordination of services.
OUTCOMES: The goal is to establish a comprehensive, hospital-based transition plan for a continuum of uninterrupted services for family and infant.

Portage Multi-State Outreach Project

Outreach Project--National/Multistate
Director: Julia Herwig
Fiscal Agency: Cooperative Educational Service Agency #5
(Portage, WI)

Funding Period: 1990-93
Telephone: (608) 742-8811
Grant No.: H024D00031

PURPOSE: To assist state and local agencies in providing services for children with disabilities and their families across a variety of settings and program options.
TARGET: Early childhood teachers, therapists, and other service providers who work with children, birth to age 6 years, who have disabilities or are at risk for developmental delays and their families, especially from typically underserved groups, such as migrant and Native American families.
APPROACH: The project works with state education agencies in ten states to determine training needs and select agencies to participate in training activities. Training is based on agency needs assessments and applies adult learning techniques. Sessions incorporate discussion, demonstration, practice, and feedback. A variety of follow-up and support strategies are offered, including on-site visits, additional training, video exchange, telephone consultations, and monitoring program lesson plans. Program review takes place 9 to 12 months after initial training to assess the extent to which objectives have been achieved. The Portage Project is a family-focused, individualized early intervention system designed to work in partnership with parents to mediate instructional programs that meet the developmental, functional, and education needs of their young children with disabilities and that support family functioning. The model provides comprehensive services to children and families in a variety of least restrictive environments.
OUTCOMES: A family-focused assessment and curriculum planning tool will be developed. Project data and materials will be disseminated.

ECLIPSE (Effective Child Language Intervention in PreSchool Environments)

Research on Early Childhood Program Features	Funding Period: 1990-93
Principal Investigators: Judith Carta & Ilene Schwartz	Telephone: (913) 321-3143
Fiscal Agency: University of Kansas (Kansas City, KS)	Grant No.: H024V00008

PURPOSE: To analyze and validate effective components for promoting acquisition and generalization of language for preschool children with disabilities.
TARGET: Children, age 3 through 5 years, with mild to severe delays, who are enrolled in existing preschool programs in the metropolitan Kansas City area.
APPROACH: The project will conduct four interrelated studies. Study 1, a descriptive study of the current state of language intervention practice, will examine which language features are most likely to co-occur in language program components and describe ecobehavioral contexts that support those features. Study 2, a process-product study, will examine the relationship between the identified components and student outcomes as indexed by various child language, social, and developmental measures. Study 3, a series of single-subject studies, will compare the effectiveness of components identified in Study 2 as most effective, most frequently occurring, and most acceptable. Study 4 will employ an experimental-control group design to determine whether components shown to be most effective continue to maintain their edge when they are implemented via a consultant-based model.
OUTCOMES: The project will provide information on the comparative effectiveness of language program components; the contextual variables that support implementation of language program components; the comparative cost-effectiveness of language program components; the the acceptability of various features of language components; and the replicability of findings.

Project Assist

Nondirected/Experimental Project	Funding Period: 1989-92
Director: Paula Beckman	Telephone: (301) 405-6492
Fiscal Agency: Department of Special Education, University of Maryland (College Park, MD)	Grant No.: H024H90009

PURPOSE: To examine the effectiveness of an intervention program combining family assistance and traditional infant intervention; and to examine the long-term effects of the project.
TARGET: Infants and toddlers with mild to severe handicapping conditions, such as sensory impairments, speech and language disorders, and developmental delays; and their families.
APPROACH: A pretest/posttest control will be used. Families will be randomly assigned to the experimental or comparison group. Both groups will receive ongoing services, including home-based, child-focused intervention. The experimental group also will receive family assistance services addressing the hierarchy of family goals proposed by Beckman and Bristol. These include child-related child goals, family-related child goals (changes in the child that improve some aspect of family functioning), child-related family goals (family needs in relation to the handicapped child), and family-related family goals (family needs not necessarily related to the child). Weekly structured group sessions will address such topics as self-monitoring and relaxation training, cognitive restructuring, time management, sibling adjustment, and strategies for coping with the reactions of others. After four months, both groups will be post-tested to determine program impact, and the comparison group of infants will receive family assistance.
OUTCOMES: Inservice training will be offered. The project will be integrated into the ongoing Infant/Toddler program in Prince George's County.

Enhancing the Use of Mastery Behaviors by Young Children with Severe Cognitive Delays

Nondirected/Experimental Project
Director: Susan Hupp
Fiscal Agency: Department of Educational Psychology,
University of Minnesota (Minneapolis, MN)

Funding Period: 1989-92
Phone: (612) 624-1003
Grant No.: H024H90013

PURPOSE: To determine effective methods of facilitating the use of mastery behaviors by young children with severe cognitive/developmental delays.
TARGET: Preschool children, age 3 to 4 years, with severe cognitive/developmental delays. Chronological age span in any study will be limited to six months. Children function at approximately a 12-month level.
APPROACH: Ten studies are planned. The first six studies will use a single subject design, based on use of ABA(B) and alternating treatment procedures, and will address the effects of positive social referencing, different levels of contingency relationships, level of difficulty of materials as related to mastery, and accessibility of materials in relation to the degree of child interaction. The remaining studies will examine interaction among these variables, using group design procedures. Four pairings of variables will be studied: contingency/social referencing, level of difficulty of materials/social referencing, level of difficulty of materials/contingency, and accessibility/level of difficulty of materials. Seven types of behaviors will be used to code child involvement during play: off-task (e.g., looking around the room); look (looking at, but not touching, the toy); general explore, both passive (e.g., touching the toy) and active (e.g., banging the toy); goal-directed persistence (active engagement relevant to the desired effect); success (intended response of the toy); and social (any child-initiated social interaction).
OUTCOMES: The project will develop a training booklet for parents and teachers.

A Comparison of Four Interventions for VLBW Infants at Risk for Medical Complications and Developmental Disabilities

Nondirected/Experimental Project
Director: Susan Leib
Fiscal Agency: Family Child Learning Center (Akron, OH)

Funding Period: 1989-92
Phone: (216) 633-2055 or 379-8590
Grant No.: H024H90005

PURPOSE: To compare immediate and long-term effects of intervention conditions that combine experimental and standard practice interventions for hospitalized, at-risk preterm infants; and to examine effects of medical and other environmental factors (e.g., length of stay in NICU, number of hospitalizations,) on outcome measures.
TARGET: Preterm infants who are significantly at risk for chronic health problems and delayed development, and their families. All infants meet the following criteria: birthweight less than 1250 grams; gestational age at birth less than 34 weeks; mechanical ventilation; absence of chromosomal or genetic anomalies; and absence of congenital infection.
APPROACH: Investigation will be conducted during NICU hospitalization and after discharge. Infants are randomly assigned to one of four treatment conditions: A) NICU Neonatal Individualized Developmental Care and Assessment Programming (NIDCAP) and experimental home-based supportive intervention; b) NICU NIDCAP intervention and standard practice community intervention; c) standard practice NICU care and experimental home-based intervention; and d) standard practice NICU care and standard practice community intervention. A mixed model repeated measures design will compare immediate and long-term effects of each treatment condition on medical factors, infant behavioral outcome measures and family outcome.
OUTCOMES: The project will conduct a one-day workshop on selection and use of assessment procedures, and will develop two procedural manuals, one for practitioners and one for families.

Comparative Effectiveness of Two Intervention Approaches for Enhancing Motor Functioning of Infants with or at Risk for Significantly Delayed Development

Research on Early Childhood Program Features	Funding Period: 1990-93
Principal Investigator: Philippa Cambell	Telephone: (215) 787-1395
Fiscal Agency: Temple University (Philadelphia, PA)	Grant No.: H024V00003

PURPOSE: To compare the relative effectiveness of two motor program components which are used in early intervention programs to influence posture and movement skills.
TARGET: Infants, birth to age 18 months, with or at risk for developmental delays.
APPROACH: The project will conduct a series of studies comparing two motor program components--Neurodevelopmental Treatment (NDT) and Developmental Programming--within two types of early intervention program approaches (team-directed and parent-directed). Study subjects initially will be grouped on the basis of risk (established or biological), and data subsequently will be regrouped for analysis and further testing on the basis of categories of posture and movement dysfunction. Studies will 1) compare immediate and longer term effects of the components on periodic infant developmental-functional-physical and family measures; 2) compare immediate and longer term effects of the components when delivered within different types of early intervention programs; 3) examine the influences of posture and movement category on immediate infant developmental-functional-physical and family measures; 4) examine the influences of specific intervention techniques on immediate outcome for infants within each posture and movement category grouping; and 5) examine the influences of clinical judgment and decision-making factors on immediate infant outcome measures.
OUTCOMES: A series of procedural guideline manuals will be developed and disseminated.

Language Instruction Component Evaluation

Research on Early Childhood Program Features	Funding Period: 1990-93
Principal Investigators: Joseph Jenkins & Kevin Cole	Telephone: (206) 543-4011
Fiscal Agency: Experimental Education Unit, University of Washington (Seattle, WA)	Grant No.: H024V00002

PURPOSE: To evaluate the relative effectiveness of language instruction components and procedures used in early childhood special education.
TARGET: Children, age 3 to 6 years, with language delays.
APPROACH: The project will examine the effects of language stimulation from the primary sources available to preschool children: teachers, language intervention specialists, peers, computer instruction, and parents. Research will be conducted across five strands. Strand 1 examines the relative effectiveness of directed language instruction, interactive language instruction, and a combination of the two. Strand 2 examines the relative effectiveness of language intervention for children with equally delayed cognitive and language skills, and children with language development below their cognitive development. Strand 3 tests the hypothesis that peer groups can facilitate children's language development. This strand has two stages: 1) examining the effects of such factors as group composition, play activities, and goal structures on the production and complexity of language during play; and 2) comparing these findings with an experimental peer language curriculum. Strand 4 evaluates the appropriateness and relative effectiveness of commercial software programs designed to facilitate language development. Strand 5 examines home-school collaboration, testing the relative effects on children's language development of training parents on general language facilitation techniques, versus training parents to read picture books in a manner that facilitates language development.
OUTCOMES: Components and procedures can be incorporated easily into existing programs.

Early Childhood Research Institute on Substance Abuse

Research Institute Funding Period: 1991-96
Principal Investigators: Judith Carta (KS), Mary McEvoy (MN),Telephone: (913) 321-3143 (KS)
Scott McConnell (MN), & Cecilia Rokusek (SD)
Fiscal Agency: University of Kansas (Kansas City, KS) Grant No.: H024R10004

PURPOSE: To prepare, field-test and disseminate new and adapted interdisciplinary interventions for infants, toddlers, and preschool children who are developmentally delayed, at risk for developmental delay, or disabled because of maternal use of alcohol or drugs during pregnancy.
ACTIVITIES: Research activities follow a conceptual model that evaluates prenatal exposure to alcohol, cocaine, or other drugs as one of several possible risk factors for developmental delay or disability. The institute will conduct five interrelated studies: 1) cross-sectional longitudinal study of children prenatally exposed to drugs; 2) cross-sectional longitudinal study of children with fetal alcohol syndrome and fetal alcohol effects; 3) development and evaluation of new and adapted interventions that address the unique needs of children affected by prenatal exposure to drugs or alcohol; 4) development of strategies to improve coordination and continuity of services; and 5) research on dissemination practices to validate methods for translating interventions to targeted groups and for increasing fidelity of implementation. Participating children and families will be referred by community agencies. The institute will employ six types of measures to provide information on the multiple sources of risk affecting these children: demographic, medical, developmental, social, environmental, and ecobehavioral. Dissemination will be coordinated with the National Association for Perinatal Addiction Research and Education to reach professionals and families. The institute will offer research training experience for graduate students in multidisciplinary settings spanning special education, educational psychology, medicine, human development, family life, and gerontology.

Kansas Early Childhood Research Institute--Transitions

Research Institute Funding Period: 1988-93
Principal Investigators: Mabel Rice & Marion O'Brien Telephone: (913) 864-4801
Fiscal Agency: University of Kansas (Lawrence, KS) Grant No.: H024U80001

PURPOSE: To study the impact of transitions from one service setting to another on young children (birth to age 8 years) who have or are at risk for disabilities, and their families; to identify the emotional/psychological as well as medical and educational needs and concerns of children, families, and service providers during transition; to determine what factors account for successful transitions; to design and evaluate interventions to ease transitions; and to disseminate materials that will help in planning and implementing transitions.
ACTIVITIES: The Institute comprises multiple projects, with a cross-disciplinary emphasis, that cut across conceptual areas and across age groups within the birth-to-8 period. From the perspectives of the child, the family, and the service provider, these projects examine transitions from hospital to home, between home and various agencies during infancy, and from home and agency to preschool, kindergarten, and elementary school (including transitions between classrooms). An overarching longitudinal study will create an archival data base and identify variables (from demographic, child, family, and service measures) that predict successful transitions. Children studied show a wide range of disabilities and risk conditions, from language impairment to severe multiple handicaps. Graduate student trainees participate in multidisciplinary research and intervention activities. Planned products include training manuals, videotapes, and curricula.

National Collaborative Research Institute for Early Childhood Intervention

Research Institute
Principal Investigators: Heidelise Als & Linda Gilkerson
Fiscal Agency: The Children's Hospital Corporation (Boston, MA)

Funding Period: 1989-94
Telephone: (617) 735-8249
Grant No.: H024S90003

PURPOSE: To investigate the impact and effectiveness of an individualized, behaviorally based developmental care and intervention approach beginning in the Newborn Intensive Care Unit (NICU) for very low birthweight, preterm infants at high risk for severe medical complications and developmental disabilities, and their families.
ACTIVITIES: The Institute examines the components, feasibility, and efficacy of family-focused developmental support and intervention in ensuring optimal long-term outcomes for infant and family. Service delivery is based on the Newborn Individualized Developmental Care and Assessment Program (NIDCAP). The Institute's program of research provides for the study of a continuum of support and intervention for infants and families during hospitalization, at discharge, and upon integration into the community. Intervention is family-focused and preventive, and is geared to infants at biological risk for developmental delay and/or other disabilities. The organizational structures within the NICU and community medical setting necessary for the successful implementation of family-focused developmental care are studied. Instruments, as well as a process for organizational self-assessment and for implementation of change, are being developed and field-tested. The Institute also provides comprehensive, regionally based training centers for graduate students and practicing professionals on implementation of and training in developmentally appropriate family-focused individualized care in the hospital setting. Project staff include parents and professionals from the disciplines of developmental and clinical psychology, neonatalogy, nursing, early and special education, social work, neurology, neuropsychology, rehabilitation medicine, and pediatrics.

Carolina Institute for Research on Infant Personnel Preparation (CIRIPP)

Research Institute
Principal Investigator: Donald Bailey
Fiscal Agency: Frank Porter Graham Child Development Center,
University of North Carolina (Chapel Hill, NC)

Funding Period: 1987-92
Telephone: (919) 966-2932
Grant No.: G0087C3064

PURPOSE: To examine the personnel implications of P.L. 99-457, develop training materials and curricula for work with infants and families, and study the process by which professionals receive preservice and inservice education.
ACTIVITIES: The Institute focuses on the unique issues associated with preparing professionals from multiple disciplines to work with infants and toddlers with handicaps, and their families. A primary theme of the Institute is preparation of professionals to work with families. Training materials and strategies for achieving this goal have been developed and are currently being field-tested in both inservice and preservice studies. Other major activities include 1) developing case studies and the case method of instruction for training; 2) field-testing two sections (lecture and discussion method vs. case method); and 3) a collaborative project with the American Occupational Therapy Association to study the effectiveness of follow-up to training. The Institute also is developing training modules in the areas of family-centered care, case management, and infant assessment and intervention.

Research Institute on Preschool Mainstreaming

Research Institute
Principal Investigators: Phillip Strain & Michael Guralnick
Fiscal Agency: Allegheny-Singer Research Institute
(Pittsburgh, PA)

Funding Period: 1989-94
Telephone: (412) 359-1600
Grant No.: H024K90002

PURPOSE: To address the challenges and barriers to preschool integrated services, including 1) policy voids and disincentives to integration, especially at state and local levels; 2) lack of information on key issues, such as parental expectations and longitudinal effects; 3) lack of clear guidelines for adapting existing early childhood curricula to meet the needs of children with disabilities; and 4) lack of awareness on the part of regular educators, special educators, and policy makers regarding the developmental importance and the feasibility of preschool integration.

ACTIVITIES: The Institute is a collaborative effort of the University of Pittsburgh and the University of Washington. Of primary importance is the dissemination of results and products respective to the four major components of the Institute: Curriculum Modification, Peer Friendships and Parent Concerns, Longitudinal Outcomes, and Policy Analysis and Research. A variety of methods are employed across the components, including direct observation, direct assessment, case studies, interviews, national and regional surveys, and direct intervention to examine the current status of mainstreaming and to improve mainstream success. Training is provided for up to 15 graduate students per year. Available products and dissemination activities include journal articles, policy and practice papers, conference presentations, and radio, television, and newspaper features. The Institute has developed and will disseminate specialized manuals that include *Administrator's Handbook on Preschool Integration* and *Curriculum Activities Adaptations Manual,* and the clinical assessment tools, *Assessment of Peer Relations and Friendship* and *Getting Along with Others.*

Early Intervention Research Institute

Research Institute
Dierctors: Karl White & Glendon Casto
Fiscal Agency: Center for Persons with Disabilities,
Utah State University (Logan, UT)

Funding Period: 1990-93
Telephone: (801) 750-1172
Grant No.: HS90010001

PURPOSE: To conduct longitudinal follow-up data collection and analyses of a series of intervention studies begun in 1986 to examine the effects and costs of alternative types of early intervention programs for childrne with disabilities.

ACTIVITIES: The Institute is collecting longitudinal follow-up data for nine different intervention studies begun in 1986. In each of these studies, children were randomly assigned to one of two groups in which the type of intervention varied along dimensions of intensity, age at start, or type of intervention provided. Children with a wide range of handicapping conditions (e.g., medically fragile, visually impaired, severely disabled) have been included in the studies. Outcomes related to both child and family functioning are collected annually. Data concerning a range of other contextual variables (e.g., the type and amount of other intervention services accessed by the family) and treatment verification procedures (i.e., were the intended interventions delivered as planned) also are collected each year. Analyses will provide a more complete understanding of the effects of various types of early intervention programs for children with disabilities.

National Early Childhood Technical Assistance System (NEC*TAS)

Technical Assistance Center	Funding Period: 1991-96
Principal Investigator: Pascal Trohanis	Telephone: (919) 962-2001
Fiscal Agency: Frank Porter Graham Child Development Center, University of North Carolina (Chapel Hill, NC)	Contract No.: HS-91-01-1001

PURPOSE: To assist states and other designated governing jurisdictions in developing multidisciplinary, comprehensive, coordinated services for young children with special needs, birth through age 8 years, and their families under Part H and Part B-Section 619 of IDEA; and to assist projects in the Early Education Program for Children with Disabilities (EEPCD).

ACTIVITIES: NEC*TAS has four goals: 1) to assist states and other desginated governing jurisdictions in developing and providing services for young children with special needs and their families in order to promote optimal developmental potential of these children and foster their full participation in family and community life; 2) to assist EEPCD projects in developing models for direct services to these children, inservice training, research, informationa management, and outreach to local programs that help communities implement IDEA; 3) to link states and EEPCD projects so as to facilitate the exchange of information about models of services delivery and practice; and 4) to disseminate information about policies and practices nationally. Technical assistance is provided through meetings and workshops, on-site and telephone consultations, topical teleconferences, print products, information referral, SpecialNet, and networking opportunities. The NEC*TAS collaborative system consists of the coordinating office at the University of North Carolina, Department of Special Education of the University of Hawaii at Manoa, Federation for Children with Special Needs, Georgetown University Child Development Center, National Association of State Directors of Special Education (NASDSE), and National Center for Clinical Infant Programs (NCCIP). NEC*TAS draws on the expertise of its advisory board and consultants (professionals and parents) in providing technical assistance.

Enhancing Communication Skills of Young Children with Severe Disabilities through Partner Programming

Field-Initiated Research Grant — Funding Period: 1990-95
Principal Investigator: Jeanne Wilcox — Telephone: (602) 965-9396
Fiscal Agency: Department of Speech and Hearing Science, University of Arizona (Tucson, AZ) — Grant No.: H023C00126

PURPOSE: To examine the immediate and longer-term effects of early communication and language intervention procedures that are provided to interactive partners of young children with severe or multiple disabilities.

METHOD: The project will address such issues as the use and effectiveness of the procedures for children with varying baseline communication abilities; the use and effectiveness of the procedures across multiple integrated preschool educational programs; and generalization and longer-term gains and/or maintenance of the interactive behaviors of partners who receive training.

OUTCOMES: Anticipated products of the project include a series of manuals, journal articles, and professional training workshops. These products will facilitate the translation of project findings into practice.

Maternal Responsiveness and Child Competency in Deaf and Hearing Children

Field-Initiated Research Grant — Funding Period: 1991-94
Principal Investigator: Donald Moores — Telephone: (202) 651-5206
Fiscal Agency: Gallaudet University (Washington, DC) — Grant No.: H023C10077

PURPOSE: To provide detailed, descriptive analysis of the ways in which deaf and hearing parents respond to their infants' interactive behaviors and signals; and to examine relationships between these and later developmental outcomes for the child.

METHOD: The project will analyze data from the following: 1) face-to-face interactions between 6- and 9-month-old infants and their mothers; 2) communication/joint attention strategies observed during free play situations at 9, 12, and 18 months; 3) maternal instructional style and responsiveness to infant attention during a structured teaching task at 18 months; and 4) assessments of infant communicative, social, and cognitive performances at 3 years. Particular emphasis will be placed on delineating characteristics of effective interactions with deaf infants (behaviors which may be most readily observed in deaf parents), and comparisons over time of the infant's developmental competence in various domains. Comparisons will be made among four combinations of hearing and deaf mothers with either hearing or deaf infants. These comparisons will be based on videotapes and coding systems previously developed for a longitudinal study of the development of deaf infants.

OUTCOMES: The project will provide a description of the dynamics of parental interaction with deaf and hearing infants that can be used in developing guidelines for early intervention professionals and parents of deaf infants. Products will include a research monograph; a book geared toward a non-research oriented population; book chapters; journal articles; and conference presentations. The project also will provide direct inservice training to service providers.

Project SAFE (Safe Activities for Future Environments)

Field-Initiated Research Grant	Funding Period: 1989-92
Principal Investigator: David Gast	Telephone: (404) 542-5069
Fiscal Agency: University of Georgia (Athens, GA)	Grant No.: H023C00124

PURPOSE: To develop a program for teaching safety skills to students with moderate to severe handicaps within the context of an activity training model in which exemplars are selected through a general case approach.
METHOD: Subjects will be students with moderate to severe mental retardation who are being served in integrated public schools. The project will conduct six studies (two each year) that teach students to identify potentially dangerous social encounters and respond appropriately; and six studies (two each year) that teach students to identify potentially dangerous situations and respond to emergencies while performing functional, chronologically age-appropriate activities. Students' families will assist in identifying dangerous situations that are of concern to them and in evaluating the outcome. To minimize the potential for harm during teaching, errorless learning procedures (e.g., time delay) and simulations will be used. Generalization of skills will be assessed regularly, and these results will be used to determine the effectiveness of the instruction.
OUTCOMES: The project will develop two manuals for families and professionals on teaching students to respond safely to dangerous situations or emergencies; and an instructional modules for preservice and inservice trainers on ways to structure instruction of safety skill acquisitions and generalization.

Open Enrollment and Students with Handicaps: Issues, Implementation, and Policy

Field-Initiated Research Grant	Funding Period: 1990-95
Principal Investigator: James Ysseldyke	Telephone: (612) 624-4014
Fiscal Agency: University of Minnesota (Minneapolis, MN)	Grant No.: H023C80004

PURPOSE: To conduct a five-year naturalistic investigation in Minnesota on the effects of open enrollment, in order to understand the benefits and problems that result from its implementation.
METHOD: In order to develop a set of guidelines, the project has designed thirteen studies to explore the issues and to arrive at implications for policy, research, and practice. The studies will use eight primary methodologies to address specific research questions. These methodologies are tracking, school district surveys, school interviews, parent/student surveys, parent interviews, observations, checklist completion, and school record reviews.
OUTCOMES: Anticipated outcomes include a knowledge and data base, technical reports, and specific usable documents for policy makers.

Prenatal Cocaine Exposure and Social Development of Young Children

Field-Initiated Research Grant	Funding Period: 1991-96
Principal Investigators: Scott McConnel & Mary McEvoy	Telephone: (612) 624-6300
Fiscal Agency: Institute on Community Integration, University of Minnesota (Minneapolis, MN)	Grant No.: H023C10092

PURPOSE: To conduct descriptive and intervention-based research that will increase knowledge regarding social and other developmental outcomes for young children who have been exposed prenatally to cocaine, and regarding our resources for providing early intervention to this group.

METHODS: A longitudinal study will be conducted of the social developmental outcomes in home, day care, and classroom settings for prenatally drug-exposed children, age 6 months to 6 years. The project will develop and evaluate empirically four individual intervention procedures designed to increase child-child or child-adult interactions and social competence in home, day care, or classroom settings. The combined effects of these four intervention procedures on child-child and adult-child interaction and social competence will be evaluated through extensive field testing.

OUTCOMES: The project will disseminate training manuals and research reports.

A Longitudinal Study of Developmental Patterns of Children Who Are Visually Impaired

Field-Initiated Research Grant	Funding Period: 1991-96
Principal Investigator: Kay Ferrell	Telephone: (212) 678-3862
Fiscal Agency: Teachers College, Columbia University (New York, NY)	Grant No.: H023C10079

PURPOSE: To examine the sequence and rate of development of children, birth through age 6 years, who are blind or visually impaired.

METHOD: The project will provide normative data on the development of young children who are blind or visually impaired, analyzed by measures of central tendency, factor analysis, and discriminant analysis. Measures visual acuity, behavior, temperament, and environment will be ascertained to determine if there are any differences between the development of blind and sighted children, and, if there are differences, to identify variables that may serve as predictors or correlates of development. A pilot study of children in the New York metropolitan area suggests that children with visual disabilities may be more vulnerable to developmental morbidity than previous generations. The database of over 100 subjects indicates that (a) one-fifth of the sample were classified as very low birthweight; (b) one-fourth were born at a gestational age of 28 weeks or less; (c) one-sixth were hospitalized for 180 or more days after birth; (d) one-half have already been classified as multiply handicapped; (e) one-fifth were diagnosed as visually handicapped due to retinopathy of prematurity (ROP); and (f) neither the rate nor the sequence of acquisition of developmental milestones has been the same for either visually handicapped or multiply handicapped subgroups as is typically experienced by children without disabilities.

OUTCOMES: The project will provide original data on the visually impaired that will be useful to parents and service providers in making educational decisions regarding programming.

Treatment in Early Intervention: A Controlled Longitudinal Comparison of Treatment Models

Field-Initiated Research Grant
Principal Investigator: Donald Bailey
Fiscal Agency: Frank Porter Graham Child Development Center,
University of North Carolina (Chapel Hill, NC)

Funding Period: 1990-95
Telephone: (919) 966-4250
Grant No.: H023C80008

PURPOSE: To study the relative merits of integrated treatment and isolated treatment.
METHOD: Children with developmental disabilities at a university-based mainstreamed child care facility will be randomly assigned to one of the treatment conditions (integrated treatment or isolated treatment). Subjects will be followed for one to four years. Additional sites will be used to test the replicability of the design in the second, third, and fourth years of the project.
OUTCOMES: The anticipated outcome is that teachers, administrators, and policy makers will have empirical evidence to guide them in the most effective model for delivering occupational therapy, physical therapy, speech and language therapy, and special education.

The Impact of Federal Policy and Resulting Legislation on Family Systems

Field-Initiated Research Grant
Principal Investigator: Kathryn Haring
Fiscal Agency: Department of Education and Psychology,
University of Oklahoma (Norman, OK)

Funding Period: 1991-96
Telephone: (405) 325-5404
Grant No.: H023C10103

PURPOSE: To study how early intervention provided to infants and toddlers impacts families.
METHOD: The project will examine three assumptions: 1) Families need and welcome early intervention services and supports; 2) Early interventionists know how to validly assess family needs and develop programs to meet them; and 3) These services enhance the developmental potential of infants and toddlers with or at risk for disabilities. The project will employ qualitative methodologies to ascertain the perceptions and experiences of parents (and, when appropriate, siblings) of children identified as at risk neonatally or shortly thereafter. Two interviews will be conducted with each family per year. The first interview will address initial communication with professionals from a variety of disciplines, transition from hospital to home, contacts from and referrals to additional services and resources, adjustments to the infant's needs, self-perceptions and coping, and perceptions of assistance from professionals and interpersonal networks (e.g., extended family, friends, neighborhood). Follow-up interviews will further document the nature of services, supports, and/or resources. A third interview will be conducted each year with a person outside of the family but involved in the family system (e.g., extended family member, service provider, neighbor), in order to triangulate the data collected.
OUTCOMES: The project will provide information that will assist professionals in policy development, serve as a basis for modifications or service provision, and provide a foundation for the development of future research. Anticipated outcomes include annual research reports, a monograph, a book, and a field guideline for parent involvement in early intervention.

Programming Integration of Preschoolers (Project PIP): Developing Peer Relationships between Children with and without Developmental Disabilities

Field-Initiated Research Grant	Funding Period: 1991-96
Principal Investigator: Howard Goldstein	Telephone: (412) 624-0921
Fiscal Agency: University of Pittsburgh (Pittsburgh, PA)	Grant No.: H023C10167

PURPOSE: To investigate the effects of interventions designed to enhance social-communicative interaction among preschoolers with developmental disabilites.
METHOD: Three interventions will be studied: 1) teaching communication strategies to typical peers for interacting with their classmates with disabilities; 2) teaching social skills to children with disabilities; and 3) a treatment package based on these interventions. The effects of intervention will be assessed with observational, sociometric, and teacher and parent rating measures. These measures were selected to detect peer relationship development and changes in social dynamics in the classroom and at home, thus augmenting the more typical observational measures. In addition to analyses of changes in rates of social behavior demonstrated by target children, conditional probability analyses of sequential data will be used to continue the process of identifying strategies that prove particularly effective in promoting sustained interaction.
OUTCOMES: The research will provide insight into the viability of applying an exchange theory framework to the prevention and remediation of social-communicative skill deficiencies. The experimental procedures developed and validated in the study will form the basis of two training manuals on (a) across-the-day intervention to promote constructive social-communicative interaction in integrated preschools, and (b) facilitating social adaptation of children with disabilities during transitions from preschool. The project also will conduct training workshops for practitioners.

Project LEARN (Learning Efficiently: Acquisition of Related Non-Target Behaviors)

Field-Initiated Research Grant	Funding Period: 1989-94
Principal Investigator: Mark Wolery	Telephone: (412) 359-3596
Fiscal Agency: Allegheny-Singer Research Institute (Pittsburgh, PA)	Grant No.: H023C90120

PURPOSE: To evaluate acquisition and generalization of non-target behaviors presented during attentional/orientational cues prior to presenting a learning trial, and those presented during feedback after correct and incorrect responses.
METHOD: Subjects are students with mild or moderate handicaps in public school classrooms or community-based settings. Research will employ single subject designs, specifically the multiple probe design and the parallel treatments design. The behaviors taught will come from the objectives identified on the students' Individualized Educational Programs. Four studies will focus on attending cues/responses (e.g., when students are learning to read sight words and are asked to name the letters in the word prior to reading it to demonstrate that they are attending, will they learn to spell the word without specific spelling instructions?). Four studies will focus on feedback for responding (e.g., when students are learning to name objects, will information presented in the feedback statement allow them to classify these objects by their function or some other relevant variable?). These two manipulations will be compared in four studies during Year 3 of the project.
OUTCOMES: The project will develop two manuals and an instructional module that describe how to use (a) antecedent events to facilitate acquisition of related, non-target behaviors, and (b) consequent events to facilitate acquisition of related, non-target behaviors.

Teaching Spontaneous Language to Preschoolers with Severe Handicaps

Field-Initiated Research Grant
Principal Investigator: Louise Kaczmarek
Fiscal Agency: University of Pittsburgh (Pittsburgh, PA)

Funding Period: 1990-93
Telephone: (412) 624-0921
Grant No.: H023C00053

PURPOSE: To examine strategies for the establishment of spontaneous language as a function of listener preparatory behaviors and other contextual variables.
METHOD: The project will conduct a descriptive study and four experimental studies. The descriptive study will examine the spontaneous language behaviors of severely handicapped children who are independently mobile vs. those who are not within their classroom environments. The experimental focus is on various aspects of listener preparatory behaviors. An assessment tool and a training manual for practitioners will be developed.
OUTCOMES: The project is expected to expand the existing data base on the nature of contextual variables and listener preparatory behavior in spontaneous language/communication, and the effects of milieu training methods for facilitating spontaneous communication.

Investigation of Family-Focused Early Intervention Services

Field-Initiated Research Grant
Principal Investigator: Gerald Mahoney
Fiscal Agency: School of Education, Winthrop College
(Rock Hill, SC)

Funding Period: 1990-93
Telephone: (803) 323-2104
Grant No.: H023C00071

PURPOSE: To investigate two issues that are central to the family-focused agenda of P.L. 99-457: the factors that contribute to family-focused orientation of service programs, and the impact of family-focused services on parents and children.
METHOD: The project will conduct two studies. The first study will focus on identifying factors that contribute to the family-focused orientation of existing intervention programs for children, birth to age 3 years, with handicaps. This study will address how the pattern and intensity of family service activities provided in early intervention vary as a function of the characteristics of local intervention programs and the families that are served. The second study will determine the impact that family-focused services have on parents and their children. A sample of 100 children representing at least 30 different intervention programs will be followed through the course of 12 months of intervention.
OUTCOMES: Data obtained will be an important resource in helping programs identify factors that either mitigate or accentuate the family service components of their programs.

Investigations of Early Motor Intervention Procedures

Field-Initiated Research Grant	Funding Period: 1991-96
Principal Investigator: Gerald Mahoney	Telephone: (803) 323-2104
Fiscal Agency: School of Education, Winthrop College (Rock Hill, SC)	Grant No.: H023C10119

PURPOSE: To investigate the relative effectiveness of the Neurodevelopmental Therapy (NDT) approach to motor intervention and the Peabody Developmental Motor Program (PDM).
METHOD: The project will investigate the effects of the two programs (Neurodevelopmental Therapy approach to motor intervention and the Peabody Developmental Motor Program) with groups of children, birth through age 3 years, who typically have very different patterns of motor development: children with Down Syndrome and children with cerebral palsy. Effects will be studied from the perspective of family-focused intervention. The project will examine how the respective motor programs influence the behavior of parents toward their child's motor behavior, and whether the manner in which parents implement these programs in their routine interactions influences the types of developmental outcomes their children attain.
OUTCOMES: The project will produce findings relevant to the effectiveness of two popular approaches to motor intervention in the context of family-focused intervention.

The Generalized Effects of Early Language Intervention

Field-Initiated Research Grant	Funding Period: 1991-94
Principal Investigator: Ann Kaiser	Telephone: (615) 322-8186
Fiscal Agency: Peabody College, Vanderbilt University (Nashville, TN)	Grant No.: H023C10031

PURPOSE: To analyze the generalized effects of milieu teaching on preschool children's communication skills; and to determine if secondary risks can be ameliorated through applications of milieu teaching.
METHOD: The project will provide critical information about the efficacy of naturalistic language intervention for young children with handicaps. The project will conduct a series of studies analyzing the generalized effects of milieu teaching on children's communication skills. The studies will provide a multi-component analysis of the changes in linguistic and pragmatic aspects of communication by young children during intensive early language intervention. Both intensity and duration of treatment will be examined in relation to generalization outcomes. The project also will examine the impact of early naturalistic language interventions on children's interactions in critical social-communicative environments. This study is designed as an exploratory analysis of secondary risks associated with communicative skill deficits and how they can be ameliorated.
OUTCOMES: The project will provide a comprehensive analysis of generalization that will inform both theory and practice strategies for generalizing newly learned language skills across communication contexts. It also will offer an analysis of a new milieu intervention that has potential for reducing the secondary risks associated with early language deficiencies.

Research on the Effect of Home Intervention for Families of Handicapped Children

Field-Initiated Research Grant	Funding Period: 1989-92
Principal Investigator: Thomas Clark	Telephone: (801) 752-4601
Fiscal Agency: Utah State University (Logan, UT)	Grant No.: H023C90117

PURPOSE: To investigate the effects of home-based intervention on hearing-impaired children and their families.
METHOD: The project has three research objectives: 1) to investigate the effects of various aspects of treatment--including amount, direction, and intensity--on the development of infants and young children with hearing impairments; 2) to investigate the relationship of specific identification procedures to age at which hearing loss is identified, time interval between suspicion of loss and confirmation, and time interval between confirmation of loss and educational placement; and 3) to describe the demographic features (e.g., deaf parent, rural vs. urban setting, existence of other handicaps) of hearing-impaired young children receiving home intervention and to study the relationship of these features to child language achievement. Subjects will be drawn from 400 hearing-impaired infants and young children who are included in the SKI-HI database network.
OUTCOMES: The project will expand the research base on the effects of home-based intervention for hearing-impaired children.

A Longitudinal Follow-Up of Graduates from Two Preschool Instructional Models

Field-Initiated Research Grant	Funding Period: 1988-93
Principal Investigator: Joseph Jenkins	Telephone: (206) 543-4011
Fiscal Agency: Experimental Education Unit, University of Washington (Seattle, WA)	Grant No.: H023C80024

PURPOSE: To determine whether the initial differential effects of two preschool instructional models are maintained beyond preschool; whether these differences tend to increase or decrease; and which developmental areas are differentially affected.
METHOD: The project is a 5-year prospective follow-up study of mildly to moderately handicapped elementary school children who participated in a 4-year efficacy-of-intervention study comparing two preschool instruction models: a) an academically based direct instruction model, and b) a cognitively based mediated learning model. Subjects will be administered standardized achievement tests and scales. Scores on these measures will be analyzed using repeated measures analysis of variance, multiple regression analysis, and chi square analysis.
OUTCOMES: The study will contribute to the knowledge base regarding program effectiveness over time; interaction of program model with child characteristics; specific transition points in the long-range educational progress of students with handicaps; number of years of preschool that are necessary; and special vs. regular education placement.

Educating Young Disabled African-American Children in the Context of Their Families: A Search for Variability

Initial Career Award Grant	Funding Period: 1991-94
Principal Investigator: Daphne Thomas	Telephone: (813) 974-3410
Fiscal Agency: Department of Special Education, University of South Florida (Tampa, FL)	Grant No.: H023C10022

PURPOSE: To carry out a systematic, comprehensive analysis of characteristics of African-American families, with particular reference to the caregiving and intervention needs of children with or at risk for educational disabilities.

METHOD: Through a series of related research questions, the project will explore the variability across African-American families in order to capture the unique characteristics inherent within the culture. The project has four key objectives: 1) to document three key dimensions of within-cultural variability of African-American families in the areas of ethnic identity, social class, and family structure; 2) to document the nature of African-American families' beliefs concerning parenting, family characteristics, disability, and expectation for involvement in early intervention programs; 3) to identify factors that may account for variability of perceived intervention need for children and families; and 4) to identify implications of research findings for service delivery, preservice and inservice training, and future research. In-person interviews will be conducted to obtain contextual and behavioral data. At 6- and 12-month intervals, follow-up "caregiving" interviews will be conducted to provide the longitudinal data. The analytical approach will be descriptive and exploratory (correlational).

OUTCOMES: The project will enhance the concept of cultural sensitivity as it relates to African-American families with disabled and at-risk chldren. Proposed products include reviews of literature, research monographs, articles, protocols, and workshops.

Carolina Policy Studies Program

Policy Research Institute	Funding Period: 1987-92
Principal Investigator: James Gallagher	Telephone: (919) 962-7374
Fiscal Agency: Frank Porter Graham Child Development Center, University of North Carolina (Chapel Hill, NC)	Grant No.: G0087C3605

PURPOSE: To examine the process of policy development and implementation of P.L. 99-457 through descriptive and explanatory research studies; and to document successful implementation of specific areas of the legislation.

METHOD: The institute uses a multi-method approach to study the progress of implementation in individual states and factors within particular states that inhibit or enhance that effort. Activities include studies of definition and eligibility requirements adopted by states; ethical issues; staffing patterns and attrition in infant/toddler programs; interagency coordination; state policies for carrying out the Individualized Family Service Plan requirement; procedural safeguards and case management; sources of financial support and mechanisms for fiscal utilization; and coordination between private health services and the public human services system. The institute is conducting case studies on implementation in states, and is sponsoring a series of working conferences on definition, finance, and personnel. States are charted on a developmental implementation scale with multiple elements, so as to provide a measure of states' progress in implementing this law over time. The institute trains graduate students from a variety of disciplines in the research techniques of policy analysis and provides opportunities for these students to participate in and conduct research.

OUTCOMES: The institute will disseminate findings through publications and conferences.

186

Making Administrative Decisions about Technology by Examining Promising Instructional Practices

Research Contract
Principal Investigator: Louise Appell
Fiscal Agency: MACRO Systems, Inc. (Silver Spring, MD)

Funding Period: 1990-92
Telephone: (301) 588-5484
Grant No.: HS90009001

PURPOSE: To identify and analyze promising instructional practices using technology with infants, toddlers, children, and youth with disabilities.
METHOD: The conceptual approach to the problem will be based on a model being developed by the contractor for the Office of Special Education Programs, U.S. Department of Education. The model is designed to integrate technology into the instruction of students with disabilities. A panel of experts will provide consultation to the project. Important consideration will be given to factors of human and material resources needed to implement any promising practice.
OUTCOMES: Anticipated products include a videotape, an audiotape, and print materials. A videoconference also is planned.

An Analysis of Social Studies Curriculum and Instruction for Mainstreamed and Mainstreamed Education Students

Research on General Education, Social Studies,
and Language Arts Curricula
Principal Investigator: Rita Bean
Fiscal Agency: University of Pittsburgh (Pittsburgh, PA)

Funding Period: 1990-93
Telephone: (412) 648-1774
Grant No.: H023D00003

PURPOSE: To analyze the general education curricula in social studies for kindergarten through 8th grade in order to gain a clearer understanding of the scope, sequence, and presentation of content that produce effective learning in mainstreamed students.
METHOD: Implementation of the program will include identification, collection, and analysis of commonly used mainstream social studies curricula, and analysis of a variety of teachers' beliefs and practices concerning social studies instruction in a number of K-8 classrooms. The project will identify characteristics of students with learning disabilities that facilitate or impede their successful integration into mainstream social studies classes at the elementary and middle school levels and their successful mastery of the social studies content presented in these classes.
OUTCOMES: The project will develop and field-test a set of guidelines/prototype units of instruction for social studies content. The final set of guidelines/prototype units related to regular education social studies in grades K-8 will be disseminated to textbook publishers, school district textbook adoption committees, and teachers.

Improving K-8 Language Arts Curricula to Benefit Handicapped Students

Research on General Education, Social Studies,
and Language Arts Curricula
Principal Investigator: Marcy Stein
Fiscal Agency: Washington Research Institute (Seattle, WA)

Funding Period: 1990-93
Telephone: (206) 285-9317
Grant No.: H023D00002

PURPOSE: To design effective and efficient means of adapting general education language arts curricula to meet the needs of mainstreamed, mildly handicapped students, kindergarten through the 8th grade.
METHOD: Activities will be designed in three major areas: Curriculum Analysis and Modification, Research, and Dissemination. The project will assess state of-the-art curricular approaches to language arts and will develop guidelines for analyzing and modifying curricula. The usefulness and technical rigor of these guidelines will be tested with the three major user groups: teachers, adoption committees, and publishers.
OUTCOMES: Anticipated products include the curriculum guidelines; reviews of major language art approaches; applications of instructional design in language arts; research on the characteristics and needs of handicapped learners in language arts; findings on the usefulness of the guidelines; a format for an inservice workshop for teaching training; and findings on cross-curricular applications derived from the four cooperative agreements expected to be funded on general education research.

A Pilot Application of Rasch Scaling Procedures to the Development of Screening Forms of the Bayley Scales

Small Grant	Funding Period: 1991-93
Principal Investigator: Scott Snyder	Telephone: (205) 934-8344
Fiscal Agency: University of Alabama-Birmingham (Birmingham, AL)	Grant No.:HO23A10094

PURPOSE: To apply Rasch scaling procedures to existing item-response data for the Bayley Scales of Infant Development as a means of generating psychometrically sound screening equivalents for the Bayley.

METHOD: The study represents a preliminary evaluation of the application of Rasch scaling procedures to generate equivalent screening forms for developmental measures. The project will conduct Rasch calibrations of the full-scale Bayley in order to generate basal item and person parameters within and across age groups for each sample of children. One or more subsets of Bayley items which yield score estimates that are statistically equivalent and provide a good fit with long form Bayley items will be isolated. Two or more equivalent short forms that share a minimum number of common items to allow serial comparisons will be developed. The project will develop screening instruments that have high predictive validity and risk-discrimination power for infants with very low birthweight and infants with disabilities. A brief pre-screening form will be developed that will have utility for two-phase screening models.

OUTCOMES: Information and products concerning the rationale, theory, methods, and results of the project will be disseminated to assessment practitioners, program administrators, and early intervention researchers. In addition to various screening applications that may follow,, the project also will have relevance to applying the Rasch model to generating and evaluating developmental measures for diagnostic, program evaluation, and child development purposes.

A Descriptive Study of the Development of Play by Deaf and Hearing Infants

Small Grant	Funding Period: 1991-93
Principal Investigators: Pat Spencer	Telephone: (202) 651-5206
Fiscal Agency: Gallaudet University (Washington, DC)	Grant No.: H023A10005

PURPOSE: To provide currently unavailable information about the rate and pattern of deaf infants' developing play skills.

METHOD: Using an extant data base of videotapes from which longitudinal data can be drawn, the study will describe play behaviors of infants at age 9, 12, and 18 months as they interact with their mothers in a standard free play context. Three groups of infant-mother dyads will be included: deaf infants with hearing mothers, deaf infants with deaf mothers, and hearing infants with hearing mothers. Including two groups of deaf infants allows for identification of potential effects of deafness on the development of play, with and without the effects of language delays and relatively non-reciprocal social interactions which are frequent in dyads of deaf infants with hearing mothers. Including the group of hearing infants with hearing mothers allows for direct comparison between play behaviors of deaf and hearing infants under identical conditions. Findings will guide expectations for the rate and pattern of development of play by deaf infants to aid in interpretation of developmental assessments of deaf infants based on observations of play behaviors, and will allow analysis of relationships between communication development, infant-mother interaction characteristics, and development of relational and symbolic play behaviors.

OUTCOMES: Results will provide additional support for interpretation of play-based assessment for deaf infants and will identify early interaction patterns which signal the need for increased intervention efforts to facilitate the infants' development of symbolic and social skills.

The Development of an Empirically Based Scale to Assist Multidisciplinary Teams in Deciding the Appropriateness of Braille Instruction for Blind and Visually Impaired Children

Small Grant	Funding Period: 1991-93
Principal Investigator: Donna McNear	Telephone: (612) 689-3600
Fiscal Agency: Independent School District #9 (Cambridge, MN)	Grant No.: H023A10071

PURPOSE: To pilot test the normative standardization of an empirically based assessment instrument to determine whether a child should begin or continue to receive Braille instruction.
METHOD: The Braille Assessment Inventory (BAI) is an assessment instrument that can be used by multidisciplinary teams as a means of documenting the educational decisions made in determining the most appropriate reading mode for visually impaired children. The instrument contains 43 indicators and comprises five scales. The project will pilot test the instrument's normative standardization, and will develop the instrument's administration and scoring procedures. Results and findings will be disseminated to other vision-impairment professionals.
OUTCOMES: Products to be developed by the project include a manual to accompany the BAI and an executive summary highlighting the results of the study.

A Training Package for Assessing Signed Language Acquisition in Deaf Children

Small Grant	Funding Period: 1991-92
Principal Investigator: Judith Mounty	Telephone: (609) 734-1810
Fiscal Agency: Education Testing Service (Princeton, NJ)	Grant No.: H023A10035

PURPOSE: To develop and pilot-test materials to train professionals in the use of an instrument designed to chart deaf children's signed language development.
METHOD: The instrument, developed during a recent feasibility study, draws upon research in the acquisition of American Sign Language (ASL) by deaf children of deaf and hearing parents. The project will develop training materials in both videotape and print formats that will include the following: 1) an introduction and rationale for the development and use of the instrument; 2) a framework for studying and assessing deaf children's language acquisition; 3) basic principles of American Sign Language structure; 4) definitions and discussion of terminology used in the instrument; 5) step-by-step instruction in the use of the instrument; 6) videotaped demonstration of each of the developmental targets charted in the instrument (illustrated by samples of children's signed communication from the earlier study and/or by examples signed by adult deaf actors); and 7) videotapted examples of children's signed communication for training and reliability testing. The training materials will be field-tested with up to five individuals in each of three sites, with each individual using the checklist to evaluate signed language competency of three to five students.
OUTCOMES: Products include the training materials and the checklist for charting children's progress in acquisition of signed language.

Effectiveness and Efficacy of Individualized Family Service Plans

Small Grant — Funding Period: 1991-93
Principal Investigator: Carol Trivette — Telephone: (704) 433-2849
Fiscal Agency: Western Carolina Foundation (Morganton, NC) — Grant No.: H023A10086

PURPOSE: To examine the efficacy and efficiency of two approaches to developing and implementing the IFSP.
METHOD: The project will address "static" and "fluid" approaches to the development and implementation of the IFSP. In the static approach, the goals, objectives, methods, and outcomes of the IFSP have been identified. The fluid approach encourages frequent review and modification of the IFSP, thus making it more responsive to individual family needs. The study will employ a multimethod approach. Study 1 will use a multiple baseline design across early intervention practitioners to establish the relative effectiveness of a flexible (fluid) approach to identifying child and family needs. Study 2 will use a within-group ANOVA design to compare the relative efficacy of different approaches to developing IFSPs. Both of these studies will use extant data. Study 3 will use a between-group ANOVA design to compare different processes for developing IFSPs. IFSPs from six states will be coded as Fluid, Static, or Mixed, and compared according to the number of goals, number of changes in the IFSP, and changes in family status. Study 4 will use a between-group ANOVA design to compare relative efficacy of writing and implementing IFSPs by different groups of professionals.
OUTCOMES: The project will result in increased understanding of the conditions that facilitate development of and procedures for implementation of an IFSP that is functional to service providers and families. Products will include a research report and conference presentations.

Constant Time Delay: Effects of Varying Levels of Procedural Fidelity

Small Grant — Funding Period: 1991-92
Principal Investigator: Mark Wolery — Telephone: (412) 359-1620
Fiscal Agency: Allegheny-Singer Research Institute (Pittsburgh, PA) — Grant No.: H023A10049

PURPOSE: To evaluate the effects of consistent and inconsistent use of the constant time delay procedure on children's acquisition (effectiveness and efficiency), maintenance, and generalization of target behaviors.
METHOD: The project will conduct three investigations of constant time delay, a prompting strategy that has been used with disabled children and has resulted in more rapid learning than most other response prompting procedures. The first study will compare the effects of intermittent and regular use of the constant time delay procedure on children's learning. The second study will compare the effects on children's learning of low and high procedural fidelity in the implementation of the controlling prompt in the procedure. The third study will compare the effects on children's learning of low and high procedural fidelity in the implementation of the controlling prompt and the response interval in the procedure. Research will be conducted in a mainstreamed preschool program that enrolls children with autism, and will use a small group instructional arrangement that includes children with autism and those who are developing typically. The adapted alternating treatments design will be used. Behaviors taught will be taken from the goals and objectives established on students' Individualized Educational Plans. Direct daily observation of students' performance on targeted skills will be the primary data collection strategy.
OUTCOMES: The project will describe the results of the investigations in a manual that can be disseminated to faculty who train teachers of young children with disabilities.

Enhancing Prelinguistic Development: A Pilot Study

Small Grant
Principal Investigator: Steve Warren
Fiscal Agency: Peabody College, Vanderbilt University
(Nashville, TN)

Funding Period: 1992-93
Telephone: (615) 322-8277
Grant No.: H023A10009

PURPOSE: To provide information necessary to systematically develop and evaluate prelinguistic intervention approaches appropriate for children under age 3 years who are not yet talking.

METHOD: The project has four objectives: 1) to modify and operationalize several well researched early language intervention techniques for use as prelinguistic interventions; 2) to operationalize other techiques that have potential as prelinguistic interventions; 3) to establish the reliability of independent and dependent measures appropriate for analyzing prelinguistic intervention effects; and 4) to conduct a study of the short-term generalized effects of a prelinguistic intervention. The inital investigation will provide the targets, tools, and initial validation procedures required to gain a greater understanding of the relationship between prelinguistic and linguistic development.

OUTCOMES: The outcome of the project will be the beginning of the development of effective prelinguistic intervention procedures that are validated with developmentally delayed children. Research results will be disseminated through research manuscripts and conference presentations.

The Abilities Project: Developing Descriptors for Characterizing Infants and Preschoolers with Handicaps

State Agency/Federal Evaluation Study
Principal Investigators: Donald Bailey & Rune Simeonsson
Fiscal Agency: North Carolina Department of Human Resources (Raleigh, NC)
Funding Period: 1990-92
Telephone: (919) 966-4250
Grant No.: H159A00008

PURPOSE: To develop and evaluate the usefulness of alternative means of characterizing infants and preschoolers with handicaps, using a functional approach designed to characterize children along common dimensions of abilities and disabilities, independent of etiological basis and/or manifestations of handicapping conditions.

METHOD: The project will conduct a series of studies to test the utility of the ABILITIES Index, a profile designed to describe the functional abilities and limitations of children in nine areas: audition, behavior, intelligence, limbs, intentional communication, tonicity, integrity of physical status, eyes, and structural status. Four types of studies are proposed: reliability, criterion, consumer validation, and descriptive.

OUTCOMES: The studies will provide information about the usefulness of an alternative system for characterizing infants and preschoolers with handicaps.

The Effects of Tactile Intervention on Preterm Infants Who Are Less than 38 Weeks Conceptional Age and Still Residing in a Hospital Neonatal Intensive Care Unit

Student-Initiated Grant	Funding Period: 1991-92
Principal Investigator: Jackie Sampers	Telephone: (606) 233-8994
Fiscal Agency: University of Kentucky (Lexington, KY)	Grant No.: H023B10057

PURPOSE: To examine the effects of tactile intervention on healthy, preterm infants who are less than 37 weeks gestational age and are hospitalized in a neonatal intensive care unit (NICU).
APPROACH: For purposes of this study, tactile intervention is hands-on containment and requires the interventionist to place his/her hands on the infant's trunk and extremities. The infant is firmly supported with tonic input, and extremities are maintained in the flexed position. To examine the effects of containment, the study will use a within-subject, counter-balanced design which repeats the tactile intervention and a control phase at 28, 30, and 32 weeks conceptional age. During these interventions, behavioral and physiological responses will be recorded. MANOVA will be the primary analysis used to examine the results in both univariate and mulitvariate ways.
OUTCOMES: Study results will add to the existing literature and have potential to change NICU practices.

Prenatal Cocaine Exposure and Mother-Infant Interactions

Student-Initiated Grant	Funding Period: 1991-93
Principal Investigator: Mary McEvoy	Telephone: (612) 626-7819
Fiscal Agency: Institute on Community Integration, University of Minnesota (Minneapolis, MN)	Grant No.: H023B10017

PURPOSE: To develop and implement a systematic and reliable observation system to describe the early interactions between a group of prenatally cocaine-exposed infants and their mothers.
APPROACH: The early mother-child relationship can be condsidered foundational and therefore critical to the child's social development. Thus, there is a clear need for a systematic observational system that can empirically document the nature of the early interactions of this high-risk group. The project will implement an observational system that compares the interactions of prenatally cocaine-exposed infants and their mothers with a matched sample of normally developing infants and their mothers. Observational assessments will be conducted for all subjects (infants) at age 6 and 12 months. Other developmental information will be collected for each subject as well. The information provided by the observational measures will assist special educators in the development of sound, research-based interventions for infants prenatally exposed to cocaine and for their families.
OUTCOMES: The research will contribute to the knowledge base on social and developmental outcomes for children prenatally exposed to cocaine. The study also will provide the foundation for development of a research-based early intervention model. Dissemination activities will target two groups: early intervention personnel (special educators and related services personnel) and other researchers.

The Nature of Early Social Participation of Young Children with Visual Impairments in Integrated and Specialized Settings

Student-Initiated Grant — Funding Period: 1991-92
Principal Investigator: Kay Ferrell — Telephone: (212) 678-3862
Fiscal Agency: Teachers College, Columbia University (New York, NY) — Grant No.: H023B10041

PURPOSE: To determine specific patterns of peer exchanges among young children with visual impairments; and to compare these patterns across integrated and segregated settings.

APPROACH: The study is designed to examine social and communicative behavior of 30 preschoolers with a range of visual impairments, some with additional disabilities, during free play periods within their natural educational environments. The project will produce specific information on these children during unoccupied play, solitary play, transitions, specific peer interactions, exchanges with teachers, and teacher and child initiations. Each subject will be visited by a trained observer on four separate occasions. Subject behavior will be systematically recorded every five seconds using a data collection tool that is designed to maintain the sequence of events, identify the nature and initiator of peer interactions, and document the type of activities when the subject is not interacting with a peer.

OUTCOMES: A research report will be prepared which will 1) identify the content, frequency, and duration of peer interaction of young children with visual impairments; 2) explore the participation patterns of these children; and 3) compare social participation and peer interaction patterns of young children with visual impairments across integrated and specialized settings. The results of this project will be used to assist preservice teachers and professionals in understanding the social and communicative processes of young children who are blind or visually impaired, as well as developing data based social intervention measures.

Caregiving Antecedents of Development Outcomes in Drug Exposed Infants

Student-Initiated Grant — Funding Period: 1991-92
Principal Investigator: Carrie Auer — Telephone: (919) 684-5513
Fiscal Agency: Duke University Medical Center (Durham, NC) — Grant No.: H023B10042

PURPOSE: To study the behavioral and developmental outcomes of infants prenatally exposed to cocaine, and specific aspects of their caregiving context during the first postnatal year.

APPROACH: The study is integrated with an existing intervention project in the Department of Pediatrics at Duke University Medical Center that recruits substance-abusing women, during pregnancy or after the birth of their child, for an intervention focused on the mother-and-child relationship. This study will expand the focus to examine aspects of the caregiving relationship (i.e., availability of the mother to the child, quality of the mother-child interaction, maternal view of the child's behavior) that could ameliorate or exacerbate the biological risk of *in utero* cocaine exposure. The design involves a prospective study of 30 mothers and infants, recruited at birth, with four assessment occasions between birth and age 12 months. Research questions address change and stability, determinants, and effects of these aspects of the caregiving relationship for the development of the infant. Additional descriptive approaches are designed to assess aspects of caregiving during the first year associated with very good and very poor outcomes.

OUTCOMES: The study is expected to provide important information about the developmental environment of drug-exposed infants, and to identify aspects of their ecology appropriate for early intervention.

Maternal Perceptions and Infant Behaviors

Student-Initiated Grant	Funding Period: 1991-93
Principal Investigator: Rune J. Simeonsson	Telephone: (919) 966-6634
Fiscal Agency: Frank Porter Graham Child Development Center, University of North Carolina (Chapel Hill, NC)	Grant No.: H023B10021

PURPOSE: To identify important factors that predict optimal socio-behavioral and cognitive outcome by longitudinally documenting inter-individual differences among infants exposed prenatally to cocaine; and to document the dynamics of the mother-infant relationship and determine its relationship to child development outcomes.
APPROACH: The project will conduct an 18-month follow-up study of infants identified as cocaine-exposed *in utero*. The study will consider the child characteristics as resulting from a series of dynamic and reciprocal interactions between the child and the environment created by the family. Variables to be considered include maternal locus of control, maternal perceptions of and expectations for child behaviors, child developmental progress, family demographic variables, medical records, and timing and toxicity of drug use. The sample will include 50 mother-infant dyads, primarily African-American, recruited from a clinic for cocaine-exposed infants. The experimental procedures will be incorporated into families' regular visits to the clinic. The study will include interviews and a parent rating of child behavior. Infants' cognitive development will be measured. A multiple regression procedure will be used to determine the total and individual contributions of the variables on developmental outcomes.
OUTCOMES: Project results will be disseminated through inservice training in workshops for regional medical personnel and early interventionists, and conference presentations. The project will model an assessment-as-intervention approach which could be applied to other preschool populations.

Preschool Children at Risk for the Development of Behavior Disorders

Student-Initiated Grant	Funding Period: 1991-92
Principal Investigator: Wesley Becker	Telephone: (503) 346-2147
Fiscal Agency: College of Education, University of Oregon (Eugene, OR)	Grant No.: H023B10004

PURPOSE: To develop an instrument that will permit earlier identification of and intervention with preschool children with behavior disorders.
APPROACH: The project will adapt the Walker/Severson Systematic Screening for Behavioral Disorders (SSBD) for use with children age 3 through 5 years. The Walker/Severson SSBD differs from traditional behavior checklists in that it incorporates three increasingly discriminative "gates" or stages of increasingly costly methodology, from teacher ranking and rating to direct behavior observations. These procedures should provide cost-effective methods for screening children with behavior disorders and make possible early remediation for behavior disorders in preschool children.
OUTCOMES: The adaptation will have the potential for predictive and prevention capabilities. With such identification and remediation, it is probable that later problems, such as academic failure, crime, and substance abuse, can be reduced.

The Effects of Videotaped Self-Modeling on Requesting in Preschoolers with Developmental Disabilities

Student-Initiated Grant	Funding Period: 1991-92
Principal Investigator: Howard Goldstein	Telephone: (412) 624-0921
Fiscal Agency: University of Pittsburgh (Pittsburgh, PA)	Grant No.: H023B10024

PURPOSE: To investigate the effects of self-modeling on the acquisition of spontaneous production of developmentally appropriate requesting.

APPROACH: Children with developmental disabilities often are deficient in their ability to express their wants and needs using developmentally appropriate linguistic structures. The project will use video technologies to provide opportunities for observational learning to teach requesting behaviors to preschool children with developmental disabilites. Six children, two at each of three different levels of language development, will participate. To prepare self-modeling videotapes, the children will be prompted to perform requests in classroom situations. Editing of the videotapes will remove the prompts to generate examples of competent performance, so that children can view themselves performing targeted requests correctly and independently. The children then will have opportunities to make spontaneous requests during a variety of classroom activities. A multiple baseline design across children and activities will be used to assess treatment effects. Self-modeling of requests will proceed on an activity-by-activity basis in order to assess generalization of requesting across situations.

OUTCOMES: Videotaped self-modeling has the potential to be an effective procedure for teaching spontaneous requesting and the production of elaborated linguistic structures. It may be more efficient than the typically lengthy process required to transfer stimulus control from imitative prompts to natural stimuli using milieu or incidental teaching. The project will produce a report of findings and a guide for implementation of videotaped self-modeling.

The Use of Template Matching as a Viable Strategy for Assessment and Intervention for Handicapped Preschool Students

Student-Initiated Grant	Funding Period: 1990-92
Principal Investigator: Edward Shapiro	Telephone: (215) 758-3258
Fiscal Agency: Lehigh University (Bethlehem, PA)	Grant No.: H023B00038

PURPOSE: To investigate an assessment methodology that will promote successful transitions to kindergarten for preschool students with handicaps.

METHOD: The study will utilize a template-matching strategy to assess student behavior and the future placement environment. Interventions will be developed from the assessments to align student behaviors and future environments. Implementation of these interventions will be conducted prior to students' placement in kindergarten. The viability of template matching as a useful assessment/intervention strategy will be evaluated by examining the differential success of three groups of students: a control group, an assessment-only group, and an assessment-intervention group. Direct observations will be conducted both as part of the assessment process and to validate changes in student behavior after intervention.

OUTCOMES: Research results will be disseminated via conference presentations, journal articles, and presentations to teachers and administrators. The project will conduct inservice training workshops and develop an inservice training manual.

The Effects of High-Probability Requests on the Acquisition and Generalization of Social Interactions of Young Children with Severe Handicaps

Student-Initiated Grant
Principal Investigator: Michael Brady
Fiscal Agency: University of Houston (Houston, TX)
Funding Period: 1991-92
Telephone: (713) 749-1616
Grant No.: H023B10069

PURPOSE: To investigate the effects of behavioral momentum intervention on the social initiations, responses, and interactions of young children with severe disabilities.
APPROACH: The study will expand previous work in behavioral momentum (limited thus far to the response class of compliance) by adapting the high-probability sequence to the response class of social interactions. Social interactions have traditionally been a problem for children with substantial disabilities. These children often avoid social situations; when they do initiate social interactions, they frequently go unnoticed by peers and therefore never experience the reciprocal interactions which become reinforcing. Participants in the study will be three young children with severe disabilities who have been identified as socially withdrawn or isolate. Observational research methods consistent with a multiple baseline design across trainers will be utilized to examine and evaluate the effects of momentum intervention. Specifically, the study is designed to determine the effects of the use of a high probability sequence to increase the social interactions (low-probability behaviors) and to examine issues of the generalization (across time and persons) of social behavior acquired under the momentum training procedure. Outcomes measures will include each participant's (a) social initiations, (b) social responses, (c) continued interaction, and (d) performance of high- and low-probability requests.
OUTCOMES: The project will demonstrate the application of behavioral momentum theory to the development of adaptive social behavior by young children with disabilities.

Parent Consultation and Competency-Based Training: Modifying Noncompliance in Preschool Children

Student-Initiated Grant
Principal Investigator: Thomas Kratochwill
Fiscal Agency: Wisconsin Center for Education Research,
University of Wisconsin-Madison (Madison, WI)
Funding Period: 1991-93
Telephone: (608) 262-5912
Grant No.: H023B10023

PURPOSE: To examine the efficacy of a parent consultation and competency-based training procedure, and to investigate the effects of this treatment paradigm on parent skill acquisition and the noncompliant behavior of preschool children.
APPROACH: The project will test an intervention model that integrates the process of behavioral case consultation with the content of competency-based parent training (i.e., behavioral technology consultation). This competency-based treatment approach is designed to modify child noncompliance for a target group of preschool children with specific difficulties in initiating or completing requests made by parents and following rules in the home. The project will conduct observations of child behavior, and will collect parent reports of child compliance and parent ratings of treatment acceptability and satisfaction. A multiple baseline research design and multiple outcome measures will be used to corroborate expected improvements in parent skills and child behavior following treatment. An 8-week follow-up assessment of parent skill maintenance and child behavior will be completed.
OUTCOMES: The study will lead to the refinement of several data collection devices or tools, including a treatment package, treatment integrity checklists and rating scales, and a prototype of a preschool intervention and consultation model. Structured interview scripts, basic treatment designs, and decisions about treatments will be synthesized in research reports designed for educational and psychological practitioners.

Early Intervention for Infants/Toddlers and Their Families: A Cross-Disciplinary Professional Training Program

Infant/Toddler Personnel Grant	Funding Period: 1989-94
Director: Mary McLean	Telephone: (205) 844-5943
Fiscal Agency: Auburn University (Auburn, AL)	Grant No.: H029Q90042

TARGET OF TRAINING: Students from the fields of nursing, social work, school psychology, communication disorders, psychology, audiology, child development, and marriage and family therapy.

TRAINING PROGRAM: The program will offer preservice training for students from eight disciplines who are interested in serving infants and toddlers with or at risk for developmental delay, and their families. Goals of the program include providing a cross-disciplinary training sequence to prepare students for work in early intervention settings, and infusing discipline-specific training programs with information related to the provision of early intervention services. Training will consist of information and skill development in the competencies needed by a member of any discipline who may become the primary service provider for an infant or toddler with special needs, and that child's family. Trainees will complete 9 quarter hours of coursework and 100 clock hours of practicum during the summer following completion of their degree. The program will develop training materials for use in other institutions or agencies in Alabama and the Southeast.

Preparing Personnel for Early Intervention in Rural Settings: A Field-Based Master's Program

Infant/Toddler Personnel Grant	Funding Period: 1991-1996
Director: Mary McLean	Telephone: (205) 844-5943
Fiscal Agency: Auburn University (Auburn, AL)	Grant No.: H029Q10091

TARGET OF TRAINING: Graduate students with undergraduate degree in early childhood education, early childhood special education, or a related field. Particular emphasis will be placed on recruiting noncertified personnel currently working in early intervention or preschool programs and on recruiting minority students.

TRAINING PROGRAM: The purpose of the project is to prepare personnel to serve as infant, toddler, or preschool teachers of young children with disabilities, particularly in rural areas. The program offers opportunities for full-time or part-time study through weekend, evening, and summer classes. Intensive on-the-job supervision (mentorship) will be provided during each quarter of coursework. Existing competencies, coursework, and field experiences will be refined to address provision of early intervention and preschool services in rural settings. Course requirements will include four core courses: assessment, preschool methods, infant methods, and a seminar in early childhood special education. Students will complete three academic quarters of practica in home- or center-based, infant/preschool settings or in hospital settings. Emphasis will be placed on serving children from racial, ethnic, and linguistic minorities.

Early Childhood Special Education Certificate Program

Infant/Toddler Personnel Grant	Funding Period: 1989-92
Director: Jill Wheeler	Telephone: (907) 786-4873
Fiscal Agency: University of Alaska (Anchorage, AK)	Grant No.: H029Q90085

TARGET OF TRAINING: Graduate-level students from special education, occupational therapy, physical therapy, speech-language therapy, social work, nursing, and related disciplines.
TRAINING PROGRAM: The project will offer a two-year training program to prepare early interventionists and special education preschool teachers to work with young children with special needs. Students follow one of three avenues: 1) those with certification in special education complete only the specialization in early childhood special education (ECSE), leading to ECSE certification; 2) those with early childhood, elementary, or secondary education backgrounds complete the core sequence of special education courses, in addition to the ECSE specialization, leading to ECSE certification; and 3) those with a baccalaureate degree in related service fields, plus experience in early childhood, complete the special education core and ECSE specialization, leading to restricted certification (Type A). Courses are offered on-campus during evenings and weekends; students unable to attend on-campus courses (rural, remote, or distant city) receive course materials by "distant delivery." Each course is delivered in three modules containing videotaped lecture/panel discussion, learning modules, commercial materials, and individual or group activities. Audioconferences for distant students are offered regularly; examinations are proctored locally. Students are required to come to campus during the summer to complete the assessment and methods courses. The program emphasizes multicultural and linguistic diversity, as well as issues related to teaching in rural or remote areas.

Training Personnel to Serve Infants, Toddlers, and Preschoolers

Infant/Toddler Personnel Grant	Funding Period: 1991-1996
Director: M. Jeanne Wilcox	Telephone: (602) 965-9396
Fiscal Agency: Arizona State University (Tempe, AZ)	Grant No.: H029Q10040

TARGET OF TRAINING: Students seeking graduate training in speech-language pathology. While a baccalaureate degree in speech-language pathology is desirable, it is not required.
TRAINING PROGRAM: The project is designed to prepare speech-language pathologists to assume service delivery roles with families and their infants, toddlers, and preschool children with disabilities. The project provides intensive, field-based experiences that extend beyond basic professional preparation. Coursework focuses on communication intervention for early childhood settings. Essential competencies address five major function areas, including basic knowledge and skills for interactions with culturally diverse families; family-centered services; discipline-specific services (i.e., communication, language, oral-motor); team-based services; and strategies for continual updating of practices. In addition to core interdisciplinary graduate coursework, trainees will complete intensive field experiences in various community infant/toddler and preschool programs. All field-based activities will take place in facilities that provide team-based services, thereby enabling trainees to acquire essential interdisciplinary skills. The program will emphasize the design and implementation of culturally sensitive services, with particular attention to serving Hispanic and Native American families and children. Training leads to a leads to a master's degree in speech and hearing science, with a concentration in early childhood intervention.

Preparing Paraprofessionals as Early Intervention Facilitators

Infant/Toddler Personnel Grant	Funding Period: 1989-94
Director: Barbara Semrau	Telephone: (501) 935-2750
Fiscal Agency: Focus, Inc. (Jonesboro, AR)	Grant No.: H029Q90077

TARGET OF TRAINING: Paraprofessional students at the associate degree level.
TRAINING PROGRAM: The program will develop a training program to prepare paraprofessional early intervention facilitators, based on a unified set of competencies. Training will consist of classroom instruction, modeling of training techniques, and practicum experiences. Coursework will address early intervention for infants and toddlers with disabilities, family-focused case management, communication intervention procedures, and introduction to habilitative procedures. Supervisory training also will be provided to selected trainees. The project will conduct three types of evaluation activities: 1) evaluation of project implementation based on timely completion of project objectives; 2) evaluation of trainees' acquisition of competencies based on pre/post testing; and 3) consumer evaluation based on consumer satisfaction questionnaires.

Speech-Language Pathology Infant Specialist

Infant/Toddler Personnel Grant	Funding Period: 1989-92
Director: James C. Montague	Telephone: (501) 569-3155
Fiscal Agency: University of Arkansas for Medical Sciences (Little Rock, AR)	Grant No.: H029Q90076

TARGET OF TRAINING: Graduate students in speech-language pathology.
TRAINING PROGRAM: The program will offer a graduate-level preservice training program for speech-language pathologists, with special emphasis on infants with severe communication delays. Students will complete a 43-hour graduate program encompassing specialized courses in communication assessment techniques and intervention strategies appropriate for working with infants and toddlers with special needs, and their families. The infant specialty track will include required coursework from a range of disciplines, specialized clinical practicum experiences, participation in a monthly Infant Institute Series, and completion of research related to infants and toddlers. Program activities will be guided by an advisory committee consisting of parents of handicapped children, representatives of community service and state agencies, and current and former graduate students.

Interdisciplinary Training Program on Early Intervention

Infant/Toddler Personnel Grant	Funding Period: 1990-95
Director: Marcia Roberts-DeGennaro	Telephone: (619) 594-6259
Fiscal Agency: San Diego State University (San Diego, CA)	Grant No.: H029Q00047

TARGET OF TRAINING: Graduate-level students from special education, social work, nursing, psychology, maternal and child health, public health, communicative disorders, and family studies and consumer sciences.

TRAINING PROGRAM: During each year of the program, trainees will be selected to complete a one-year post-baccalaureate, 15-unit Certificate Program on Early Intervention which combines theoretical and practical experience. Students will enroll in three lecture courses (9 units) and two practicum courses (6 units), leading to certification upon completion of the program. Training will focus on competencies that will equip trainees to assume four roles of the early intervention specialist: infant specialist, parent/family educator, program developer and advocate, and team collaborator. Students will be expected to assume an interdisciplinary/transdisciplinary approach in understanding the issues facing multicultural families of infants and toddlers with or at risk for handicaps and their families.

Project P.R.E.P. (Personnel Readiness for the Education of Preschoolers)

Infant/Toddler Personnel Grant	Funding Period: 1991-93
Director: Thomas Cooke	Telephone: (707) 664-3116
Fiscal Agency: Sonoma State University (Rohnert Park, CA)	Grant No.: H024Q10085

TARGET OF TRAINING: 12th grade students, particularly members of minority cultures.

TRAINING PROGRAM: The project utilizes an innovative, proactive strategy for addressing the need for trained personnel to provide services in rural northwestern California, with emphasis on serving Hispanic populations. The project will recruit 12th grade students for a special competency-based class in child anatomy and development that combines human biology laboratory science, child development theory, and practicum experiences at centers for children with disabilities and a Head Start site where children with disabilities are mainstreamed. Students will receive academic support, guidance, encouragement, and economic incentives to continue post-secondary training for paraprofessional or professional careers in early childhood special education. The project will develop a competency-based practicum supervision/-assessment model, initiate and operate a PREP Club on the high school campus, and utilize college cross-age/peer tutors to help students to succesfully complete coursework. Scholarship incentives, as well as part-time training-related employment opportunities, will be available for eligible students who contract to continue in special education. The project repesents a unique partnership that provides strong linkage between educational institutions and state and local agencies, including the Napa County Office of Education, Napa Valley Unified School District, Napa Valley College, Napa County Council on Economic Opportunity, Napa Valley Head Start, Napa State Hospital, Community Resources for Children, and Napa Hispanic Network, as well as the State Department of Education and Sonoma State University.

Recruitment and Retention of Minority Students for Training as Early Childhood Intervention Specialists

Infant/Toddler Personnel Grant	Funding Period: 1991-93
Director: Anne Widerstrom	Telephone: (415) 338-1630
Fiscal Agency: San Francisco State University (San Francisco, CA)	Grant No.: H029Q10075

TARGET OF TRAINING: Graduate level students with undergraduate degree in early childhood education, child development, psychology, social work, or related fields.
TRAINING PROGRAM: The project will develop an intensive recruitment program to increase the number of minority students trained to serve infants and young children, birth to age 5 years, with special needs. As part of the recruitment effort, a currently enrolled student from each of the three target communities--Asian American, African American, and Latin American--will act as liaison to their community for identification of potential students from these cultures and as mentors for the newly enrolled students. Within the graduate training program, students will enroll in coursework addressing infant and preschool intervention, assessment, working with families, and program evaluation, and will complete practicum experiences. Practicum sites include center- and home-based settings, hospitals, public schools, and programs such as Head Start. Training will lead to a master's degree in early childhood special education with certification.

TAPITS: Transdisciplinary Approach to Preparation of Infant/Toddler Specialists

Infant/Toddler Personnel Grant	Funding Period: 1989-94
Directors: Claire Cavallaro & Ann Bisno	Telephone: (818) 717-5150
Fiscal Agency: California State University--Northridge (Northridge, CA)	Grant No.: H029Q90066

TARGET OF TRAINING: Graduate level students with at least a baccalaureate degree in special education, educational psychology, speech/language, nursing, social work, physical therapy, or related disciplines.
TRAINING PROGRAM: The program will develop a model personnel preparation program that integrates various disciplines involved in early intervention for high-risk and exceptional infants and toddlers. Training will focus on transdisciplinary knowledge and skills needed to meet the complex, heterogeneous needs of infants and toddlers with special needs, and their families; to work effectively as a member of a transdisciplinary team; to work effectively with families of exceptional infants and toddlers; and to serve in leadership capacities, including case manager, advocate, program developer, and program evaluator. At entry into the program, students will be assigned to interdisciplinary teams throughout their master's coursework and specialized training in transdisciplinary competencies and skills. The project will identify an infant and family (or other caretaker) for each student to work with throughout their training, providing assessment, development of intervention plans, advocacy, or other services as needed. Master's thesis for each students will be a longitudinal case study of the infant and family.

Training Early Childhood Special Educators to Work in Urban Multicultural Environments

Infant/Toddler Personnel Grant
Director: Diane Klein
Fiscal Agency: California State--L.A. University (Los Angeles, CA)
Funding Period: 1991-94
Telephone: (213) 343-4415
Grant No.: H029Q10046

TARGET OF TRAINING: Graduate level students with baccalaureate degree in child development or a closely related fields, with a strong emphasis on minority recruitment.
TRAINING PROGRAM: The project addresses the need for training to prepare early childhood educators to work within urban, multicultural environments. The project will provide financial assistance to master's degree students to support their completion of the CSULA training program in Early Childhood Special Education. At least half of the students will be from underrepresented groups. In addition to coursework related to infant and child development, assessment, program planning and implementation, working with families, and biomedical bases, new program content will be developed that addresses strategies for dealing with multicultural family environments. These include cultural considerations relevant to service delivery, the use of collaborative consultation models in early education, and the use of translators in early childhood special education programs. Fieldwork will be provided in urban environments representing families from a wide range of cultures, as well as in programs serving infants and young children who have been prenatally exposed to drugs.

Training of Educational Assistants for Mainstreaming (Project TEAM)

Infant/Toddler Personnel Grant
Director: Claire Cavallero & Michelle Haney
Fiscal Agency: Northridge Foundation, California
State University--Northridge (Northridge, CA)
Funding Period: 1991-96
Telephone: (818) 885-2534
Grant No.: H029Q10023

TARGET OF TRAINING: Undergraduate students majoring in child development, psychology, deaf studies, and related fields.
TRAINING PROGRAM: The project will develop a model training program to prepare paraprofessionals to effectively serve infants, toddlers, and preschoolers with special educational needs in community-based mainstream settings. The program will provide intensive training and supported work experiences in community-based mainstream settings for undergraduate students. During an intensive semester of training, students will participate in observation, practicum, and seminar experiences designed to provide them with the competencies needed to function as special education assistants. Following this initial training, students will be placed in community-based sites where they will provide special educational services to children with special needs to facilitate their integration into the mainstream. This placement will be carefully supervised and supported through ongoing training activities, including a seminar, modeling of interventions, and participation in staffings. Student trainees will be prepared to plan and implement intervention programs for children with special needs, in coordination with professional-level early childhood educators and special educators. As a component of their participation in training, students will receive mentoring from faculty and professionals in the field, and thus be encouraged and supported toward careers in early childhood sepcial education. This will facilitate early recruitment of qualified students into professional training programs leading to advanced degree or specialist certification.

Early Childhood Special Education Personnel Preparation

Infant/Toddler Personnel Grant	Funding Period: 1991-94
Director: Allen M. Huang	Telephone: (303) 351-2691
Fiscal Agency: University of Northern Colorado (Greeley, CO)	Grant No.: H029Q10018

TARGET OF TRAINING: Recent graduates with baccalaureate degrees in early childhood special education, occupational therapy, physical therapy, or psychology; and early childhood special education teachers with emergency teaching certificates.
TRAINING PROGRAM: The project will address the need for qualified personnel to serve young children with disabilities and their families in rural areas. The project will collaborate with an institution, which is located in the south-central rural part of Colorado and does not prepare early childhood special educators on its campus, to offer a joint training program worked out through interagency agreements. Particular attention will be paid to recruiting minority students. During the first year, training will be offered at the local institution through a syllabus/curriculum that is parallel to training offered at the University of Northern Colorado. During the second year, students will enroll in highly specialized coursework at the University of Northern Colorado. Training will lead to a master's degree in early childhood special education. The project also will develop and implement a nontraditional program delivery system to allow teachers with emergency teaching certificates to participate in and complete the requirement for a full teaching certificate. Coursework for these students will be offered during weekend sessions and summers, and will lead to full certification in early childhood special education. The project will organize a week-long Summer Early Childhood Special Education Symposium that provides opportuntiies to individual teachers, including program graduates, to enhance their knowledge and skills by interacting with experts in the field.

Preservice for Speech-Language Pathologists for Early Intervention to Infants, Toddlers and Families

Infant/Toddler Personnel Grant	Funding Period: 1990-95
Director: Susan Moore	Telephone: (303) 492-5284
Fiscal Agency: University of Colorado (Boulder, CO)	Grant No.: H029Q00013

TARGET OF TRAINING: Speech-language pathologists at the graduate level.
TRAINING PROGRAM: The goal of the training program is to prepare speech-language pathologists to provide early intervention services to young children, birth to age 3 years, with identified handicapping conditions or at risk for handicaps, and their families. Trainees will be enrolled in a master's level program in the Department of Communication Disorders and Speech Science at the University of Colorado. Training will entail a combination of coursework and clinical practica which will incorporate existing academic and clinical experiences and coursework content with newly developed off-campus practica in carefully selected settings where services are currently provided to infants and toddlers and their families. Development of these sites will allow the trainees to obtain quality experiences in a variety of caretaking contexts. The project will establish a job placement/follow-up plan to link graduates with existing openings. Information gained from the project will be utilized to support state Department of Education efforts to establish policies and procedures relevant to preservice training of infant interventionists.

Preservice Training Model to Prepare Interventionists to Work with Handicapped Infants, Toddlers, and Their Fmailies

Infant/Toddler Personnel Grant
Funding Period: 1991-94
Director: Toni Linder
Telephone: (303) 871-2474 or 871-3340
Fiscal Agency: University of Denver--Colorado Seminary (Denver, CO)
Grant No.: H029Q10079

TARGET OF TRAINING: Graduate-level students with baccalaureate degree in child development, early childhood education, or related fields (e.g., occupational therapy, physical therapy, nursing).

TRAINING PROGRAM: The project will develop an inservice training model for preparing early interventionists to work with infants, toddlers, and preschoolers with disabilities, and their families. Two training options will be offered, one leading to certification/endorsement in early childhood special education, and the other providing partial satisfaction of the requirements for a master's or doctoral degree in early childhood special education. Coursework focuses on key competencies and addresses formal and informal assessment strategies for infants and preschoolers; strategies for working with families, especially those from diverse cultural or linguistic backgrounds; skills in working with children in all areas of development (cognitive, language, social-emotional, motor); and skills in transdisciplinary and community leadership and child advocacy. Core courses will be taught on a transdisciplinary basis. All coursework will involve associated fieldwork in center- or home-based settings within inner city urban or rural environments. While students will be required to participate in practica involving both infants and preschoolers, settings will be geared to the individual student's goals and desires.

State-wide Training for Infant Specialists

Infant/Toddler Personnel Grant
Funding Period: 1989-94
Director: Harriet Able-Boone
Telephone: (303) 556-4854
Fiscal Agency: School of Education, University of Colorado (Denver, CO)
Grant No.: H029Q90015

TARGET OF TRAINING: Early childhood special educators and related service providers, particularly those working in early childhood intervention programs who wish to update and expand their knowledge and skills in working with very young children with or at risk for developmental disabilities, and their families.

TRAINING PROGRAM: The program offers graduate-level training which includes specialized infant courses and field experiences both on-campus and at selected urban and rural sites throughout the state. Training is interdisciplinary and competency-based, and places emphasis on families. Students will be drawn from a variety of disciplines, and instructors will represent the various professional disciplines involved in early intervention. The program includes four courses on intervention with infants and families, and a specialized infant course offered off-campus each semester (three per year). A major program goal is to offer interdisciplinary, field-based training in working with infants, toddlers, and families to individuals in rural areas of the state. Training leads to certification, a master's degree, or both.

Recruitment in Pre-Service Preparation of Speech-Language Pathologists for Service to Preschool Children and Families in Rural Settings

Infant/Toddler Personnel Grant	Funding Period: 1991-96
Director: Harvey Gilbert	Telephone: (203) 486-3491
Fiscal Agency: University of Connecticut (Storrs, CT)	Grant No.: H029Q10011

TARGET OF TRAINING: Speech-language pathologists (baccalaureate degree desirable but not required). Preference will be given to minority students, permanent residents of rural areas who are likely to remain within their communities, and nontraditional students (those who are older than the typical graduate student and are re-entering the educational system from another career or after a period of unemployment).

TRAINING PROGRAM: The project is designed to increase the supply of qualified speech-language pathologists to work in rural areas with young children with special needs and their families. The program will offer a sequence of specialized instruction and supervised practica that is integrated into the regular curriculum leading to a master's degree in speech-language pathology. Students will complete core course requirements for speech-language pathology, and enroll in elective coursework focusing on working with preschoolers with disabilities. Practica will be offered in a variety of settings, including schools, hospitals, regional education centers, home-based settings, and the clinic at the University of Connecticut. Students will be prepared to serve both as direct service providers and as facilitators, consultants, and collaborators in transdisciplinary, family-centered intervention models. Understanding of cultural diversity is emphasized. The project will provide students with financial support for their successful completion of the degree program and with programmatic support for their transition to and retention in rural area employment settings.

Preparation Program for Parent-Infant Educators of the Hearing Impaired: A Collaborative Model

Infant/Toddler Personnel Grant	Funding Period: 1990-95
Director: Marilyn Sass-Lehrer	Telephone: (202) 651-5530
Fiscal Agency: Gallaudet University (Washington, DC)	Grant No.: H029Q00040

TARGET OF TRAINING: Graduate-level specialists in the education of hearing-impaired infants and their families.

TRAINING PROGRAM: The project will offer a fulltime, preservice training program emphasizing family-focused, transdisciplinary approaches to early intervention. The program consists of four semesters of specialized coursework and supervised practicum and clinical experiences. Trainees will acquire competencies in infant development and assessment; language and communication development; family education/consultation and advocacy; assessment and management of sensory, physical, intellectual, and behavioral characteristics of hearing-impaired infants; program and curriculum development and administration; educational foundations, including multicultural perspectives; and interagency planning. Students will be prepared to work in a variety of service settings and to participate in interagency coordination activities to meet the diverse programming needs of infants and families. Graduates will earn a Master of Arts degree and will satisfy state and professional certification requirements in early childhood special education, deafness, and parent-infant education of the hearing-impaired. The program is unique in its focus on communication, language, developmental, and family needs associated with hearing impairment in the very young; its recognition that parent/caregiver-infant training is an area separate from early childhood education; and its emphasis on the importance of working with young children as part of the family unit.

Training Entry Level Personnel to Provide Related Services to Newborn and Infant Children with Disabilities

Infant/Toddler Personnel Grant
Director: Sharon Willig
Fiscal Agency: Georgetown University Child Development Center
(Washington, DC)

Funding Period: 1991-92
Telephone: (202) 687-8784
Grant No.: H029Q10006

TARGET OF TRAINING: Students with a master's degree in speech-language pathology; and students with a baccalaureate or master's degree in occupational therapy or physical therapy.
TRAINING PROGRAM: The project will offer an interdisciplinary, entry-level training program that is designed to develop knowledge and competencies in provision of services to medically fragile and at-risk infants and young children, birth to age 3 years, and their families. Trainees without infant experience will be selected for half-time affiliations at Georgetown University Child Development Center. Since many community agencies serving the birth-to-3 population have difficulty recruiting trained professionals, all trainees will be hired by community agencies on a half-time basis. Trainees will be provided with a primary discipline supervisor and will function as members of interdisciplinary evaluation and treatment teams. The project will offer a variety of didactic, clinical, and community experiences which will include direct work with infants and caregivers in the neonatal and pediatric intensive care units. Areas addressed will include transitioning from hospital to home care, parent training and support, follow-up assessments, accessing community resources, and developing effective interagency collaboration from service providers.

Infant Intervention Master's Degree

Infant/Toddler Personnel Grant
Directors: Liz Rothlein & Sharon Vaughn
Fiscal Agency: University of Miami (Coral Gables, FL)

Funding Period: 1989-93
Telephone: (305) 284-2903
Grant No.: H029Q90011

TARGET OF TRAINING: Graduate students from education, nursing, physical and occupational therapy, social work, development psychology, and related fields.
TRAINING PROGRAM: The program offers an interdisciplinary master's degree program in Infant Intervention to train personnel to work with handicapped and at-risk infants from birth through age 2 years, and their families. Training is multidisciplinary, with strong collaborative efforts from the School of Education, School of Nursing, Department of Psychology, Mailman Center for Child Development, Florida Diagnostic and Learning Resources System, Dade County Public Schools, and several private agencies providing services for birth-through-2 population. Students will receive 360 hours of training which includes coursework and extensive field-based experiences in infant stimulation programs, hospitals and clinics, home-based programs, and other early intervention settings. The competency-based curriculum addresses normal growth and development as well as early childhood special education. Emphasis will be placed on ability to work with families in both educational and medical settings. Trainees will be prepared to perform roles of direct service providers for infants and their families.

Infant Specialist Personnel Preparation Program: PLUS

Infant/Toddler Personnel Grant
Director: Vivian L. Correa
Fiscal Agency: University of Florida (Gainesville, FL)
Funding Period: 1989-92
Telephone: (904) 392-0701
Grant No.: H029Q90080

TARGET OF TRAINING: Graduate-level students in special education, nursing, occupational therapy, physical therapy, and psychology.
TRAINING PROGRAM: The program will initiate infant intervention specialist training through the Department of Special Education at the University of Florida. The personnel preparation program will offer preservice infant specialist training to prepare professionals to serve young children with or at risk for handicaps. The project will develop five graduate-level courses in infant intervention, with components on assessment, methodological practicum, and family service that are tailored to meet the needs of Florida's multiply handicapped infants, at-risk minority, limited English proficient, rural, and teenage parent populations. Students will enroll in a minimum of 15 semester hours of graduate training in infant intervention.

Preservice Graduate Training in Infant and Toddler Intervention

Infant/Toddler Personnel Grant
Director: Mary Frances Hanline
Fiscal Agency: Florida State University (Tallahassee, FL)
Funding Period: 1989-92
Telephone: (904) 644-4880
Grant No.: H029Q90058

TARGET OF TRAINING: Graduate-level students in early childhood special education and child development.
TRAINING PROGRAM: The program will establish a preservice graduate training program in Infant and Toddler Intervention. Specialists trained in this program will be equipped to function in a wide variety of settings and roles reflected by early intervention programs serving children, birth to age 3 years, with or at risk for developmental delays and other handicapping conditions, and their families. The training model is interdisciplinary and competency-based. Students will have the option of completing a master's degree or receiving a university-approved certificate (representing 18 hours of graduate credit) in Infant and Toddler Intervention. Content areas include typical and atypical development, classroom management and organization, family systems, parent-professional collaboration, administrative and legal issues, interdisciplinary and interagency teaming, physical and medical management, assessment and curriculum, educational foundations, and foundations of early childhood special education. Training is accomplished through a combination of academic study, field experiences, and an internship. Course competencies are based on recommendations of INTERACT, the National Committee for Services to Very Young Children, and the Division for Early Childhood of the Council for Exceptional Children. Training will lead to certification.

Interdisciplinary Infant Specialization (IIS) Personnel Preparation

Infant/Toddler Personnel Grant	Funding Period: 1989-92
Director: Linda McCormick	Telephone: (808) 948-5009
Fiscal Agency: University of Hawaii (Honolulu, HI)	Grant No.: H029Q90078

TARGET OF TRAINING: Personnel with baccalaureate or master's degree in education or a related service discipline who wish to acquire infant specialization skills; and students currently working toward a graduate degree in nursing, public health, psychology, speech and hearing sciences, special education, social work, or a related field who wish to acquire infant specialization skills.

TRAINING PROGRAM: The IIS Program will prepare students to serve as infant intervention specialists. Trainees will be prepared to serve in direct service and/or administrative roles to provide family-centered, coordinated early intervention services for families of infants and toddlers with or at risk for handicaps. Training will be designed in two formats to accommodate the needs of students in Hawaii and the Pacific: a regular semester option and an intensive summer institute. Upon completion of the IIS program, trainees will possess the knowledge and skills needed to understand and work with families of infants and toddlers with special needs; assess family and child needs; implement family-centered interventions; provide case management; interact as a team member with families and other professionals; and promote professional development. The training program will be institutionalized as an interdisciplinary master's degree through the Hawaii University Affiliated Program.

Preparing Infant and Toddler Interventionists

Infant/Toddler Personnel Grant	Funding Period: 1989-92
Director: Jennifer Olson	Telephone: (208) 885-6159
Fiscal Agency: University of Idaho (Moscow, ID)	H029Q90064

TARGET OF TRAINING: Graduate level students with undergraduate degrees in regular or special education, nursing, communication disorders, physical therapy, social work, or related fields.

TRAINING PROGRAM: The program will offer preservice training leading to a an MS or M.Ed. in special education, with emphasis on early intervention. The program's goals are twofold: 1) to provide training to meet critical personnel shortages related to implementation of P.L. 99-457; and 2) to impact the development of state certification standards for both infancy and early childhood special education. Most students are concurrently employed and will be enrolled part-time. Classes will be offered evenings and off-campus. Students will complete 30 semester hours of coursework and practica, with an additional 6 to 9 hours for thesis. Students who enter the program without teacher certification will be required to complete student teaching in a school district setting. Sites for practica experiences include a public school in Idaho, a neonatal intensive care unit (NICU) in Washington state, a health and welfare classroom in Idaho, and the University of Idaho preschool classroom.

Erickson Institute Early Intervention Specialist Project

Infant/Toddler Personnel Grant	Funding Period: 1990-92
Director: Linda Gilkerson	Telephone: (312) 280-7302
Fiscal Agency: Erickson Institute (Chicago, IL)	Grant No.: H029Q90045

TARGET OF TRAINING: Post-baccalaureate students from special education, psychology and family studies.

TRAINING PROGRAM: The Erickson Institute will expand its existing infant studies program to provide a model approach to post-baccalaureate preservice training for early interventionists. The program will prepare specialists to work with at-risk and disabled infants and their families who live in a range of settings, including the inner city. Training will focus on the psychological aspects of disability, including the infant's developing sense of self-esteem, and on self-knowledge as a professional competency in infant/family work. The program offers 18 credit hours of non-degree, interdisciplinary, competency-based training in early intervention. Courses include Infant Growth and Development, Family Studies, Infant Assessment, and Prevention Strategies and Intervention Methods. Students also will enroll in two semesters of a supervised internship and seminar. The program offers a colloquium, Development of Self: Implications for Early Intervention, which provides a forum in which students and professionals in the early intervention community can examine the relationships between disability and the development of a sense of self. The training model is tailored to the needs of urban settings. The program will develop and disseminate a Resource Guide to training programs that wish to strengthen their focus on the relationship of disability to psychosocial development.

Interdisciplinary Specialization in Infancy (ISI) Project

Infant/Toddler Personnel Grant	Funding Period: 1989-92
Director: Jeanette McCollum	Telephone: (217) 333-0260
Fiscal Agency: University of Illinois (Champaign, IL)	Grant No.: H029Q90070

TARGET OF TRAINING: Graduate students in special education, speech and hearing sciences, and social work.

TRAINING PROGRAM: The project offers an interdisciplinary preservice training program to prepare professionals from special education, speech and hearing science, and social work to assume roles as direct service providers for infants and toddlers with special needs and their families. The project will develop a model for interdisciplinary preservice training that operates on three levels: Level 1--general knowledge of each particular discipline; Level 2--infancy-related knowledge of the particular discipline, and Level 3--a common core that crosses disciplines. Students enrolled in the program will complete Level 1 and Level 2 training in their home departments, and will participate with students from other disciplines in Level 3 coursework on families, development, and interdisciplinary teaming. The project also will provide interdisciplinary infant practice through a Parent-Infant Playgroup. For each practicum site, the project will identify the unique aspects of the learning experience and develop a training module specific to that site. Training will lead to a master's degree in the student's home discipline.

Project ENDORSE

Infant/Toddler Personnel Grant	Funding Period: 1991-95
Directors: Susan Klein & Virginia Woodward	Telephone: (812) 855-6508
Fiscal Agency: Indiana University (Bloomington, IN)	Grant No.: H029Q10113

TARGET OF TRAINING: Teachers who hold licenses in early childhood, kindergarten-primary education, elementary education, or special education, but lack specialized training for serving children, birth through age 5 years, with special needs. Recruitment will target persons who a) reside in rural communities and are likely to remain in these communities; b) are representative of minority populations; and c) are parents of children with special needs who currently are not working outside the home, but are preparing to re-enter the workforce.
TRAINING PROGRAM: The project will offer a 24-credit hour training program leading to endorsement in Early Childhood Special Education. Students will complete a core interdisciplinary curriculum in early childhood special education, interdepartmental coursework, and a variety of field-based experiences and practica. Training will emphasize family-centered perspectives, developmentally appropriate practices, integration techniques, functional and behavioral learning approaches, and training in instructional and assistive technology in child-centered environments. Individualized training planning is emphasized. The program will be designed to accommodate working professionals. A collaborative model of instruction, utilizing co-instruction between university faculty and a family support specialist and incorpating the training expertise of the multidisciplinary faculty and staff at the Indiana University Affiliated Program, will be implemented. Six modules for incorporating early intervention and early childhood special education competencies in interdisciplinary coursework will be produced for dissemination to private and public institutions of higher education.

Interdisciplinary Early Childhood Special Education Training Focus on Integration, Rural and Family Needs

Infant/Toddler Personnel Grant	Funding Period: 1991-94
Director: Mary Jane Brotherson	Telephone: (515) 294-3677
Fiscal Agency: Iowa State University (Ames, IA)	Grant No.: H029Q10061

TARGET OF TRAINING: Noncertified educational personnel (including paraprofessionals) with conditional licensure in early childhood special education who do not hold a baccalaureate degree; and graduate-level students from a variety of backgrounds (e.g., early childhood special education, occupational therapy, physical therapy) who wish to pursue masters-level training in early childhood special education. Emphasis will be placed on recruiting persons who are established in rural communities and are likely to remain in those communities.
TRAINING PROGRAM: The project has three goals: 1) to implement a recruitment and retention plan to meet the demand for qualified personnel in early childhood special education; 2) to provide full licensure for teachers with conditional licenses who are teaching young children with disabilities; and 3) to develop and implement a new graduate program in child development, with an emphasis in early childhood special education. Training for noncertified personnel will involve completion of the baccalaureate degree and will lead to endorsment (licensure) in early childhood special education. Coursework will be available through off-campus and summer programs. The graduate training program offers a strong interdisciplinary foundation in child development and family studies, and emphasizes a family-centered approach to services within the least restrictive environment. Practicum experiences will be offered in home- or center-based settings or in the Special Education School lab setting. Program competencies and the methods of course delivery methods will address the unique rural needs of Iowa. The project will provide tuition for selected coursework and graduate assistantships.

Associated Colleges of Central Kansas Preservice Early Intervention Project

Infant/Toddler Personnel Grant	Funding Period: 1990-93
Director: Sharon Rosenkoetter	Telephone: (316) 241-5150
Fiscal Agency: Associated Colleges of Central Kansas (McPherson, KS)	Grant No.: H029Q00027

TARGET OF TRAINING: Students from special education, social work, nursing, psychology, occupational therapy, and related disciplines.
TRAINING PROGRAM: The project will offer preservice training in early childhood special education to develop competencies for serving infants and toddlers with special needs and their families. Students will complete 33 semester hours of coursework covering the following areas: survey of the early childhood special education service field; normal child development; methods for working with young children and infants, with and without disabilities; family counseling; behavior management; and case management. The program will offer practica experiences in home- or center-based settings, as well as field placements in a hospital environment. Program objectives include developing practicum experiences that will prepare students for the variety of roles and delivery models they will encounter as teachers of infants and toddlers with handicaps or developmental delays; integrating competencies related to transdisciplinary team collaboration, consultation, family empowerment, case management, and transition planning; and providing job placement for graduates. Training leads to certification in Early Childhood Special Education.

Project PREPARE: Preparing Regular Educators and Other Professionals to Assume Roles in Early Intervention (3-5)

Infant/Toddler Personnel Grant	Funding Period: 1991-94
Director: Vicki Stayton	Telephone: (502) 745-4641
Fiscal Agency: Western Kentucky University (Bowling Green, KY)	Grant No.: H029Q10067

TARGET OF TRAINING: Persons who hold staff positions in integrated early childhood or early childhood special education settings, but who lack prior training and experience in early childhood special education; and graduate-level students with undergraduate degrees in fields other than early childhood special education, who wish to become qualified to teach in integrated early childhood or early childhood special education programs.
TRAINING PROGRAM: The project will implement a competency-based master's degree program in Interdisciplinary Early Childhood Education to prepare personnel to work with children, age 3 to 5 years, with disabilities and their families. Students will complete the College of Education basic foundation course requirement, enroll in a minimum of 33 semester hours of coursework, and participate in 240 clock hours of practica. The program will be interdisciplinary in nature with coursework offered through several departments. Training emphasizes a family systems training approach, addresses best practices and recommended personnel standards, and prepares students to work in integrated settings. Students who are currently employed fulltime will be able to complete the master's degree through a two-year sequence by enrolling in evening classes during fall and spring semesters with individualized practica based at regional sites, and attending two 5-week summer terms for additional coursework and practica experiences. Training will lead to state certification.

Project TIE

Infant/Toddler Personnel Grant
Director: David Sexton
Fiscal Agency: University of New Orleans (New Orleans, LA)

Funding Period: 1989-93
Telephone: (504) 286-6609
Grant No.: H029Q90026

TARGET OF TRAINING: Graduate level students in special education, occupational therapy, physical therapy, and speech/language therapy.
TRAINING PROGRAM: The project will offer an interdisciplinary training program that is jointly planned, implemented, evaluated, and staffed by education, allied health, and related services personnel. Project TIE is grounded in the philosophy that a collaborative interdisciplinary approach is essential to the training of a competent infant educator. Training consists of 27 to 30 hours of graduate coursework in special education and 6 to 9 hours of specialized Allied Health coursework. The program is designed to provide a balance between didactic experiences and opportunities to acquire and apply skills in naturalistic settings through practica and observational techniques. Information will be presented through lectures, discussions, independent readings, direct observations, and hands-on experiences in clinical and educational settings that serve infants with handicaps and their families. Students will receive either an M.Ed. or an M.A. degree in Special Education, with a concentration in infant/toddler/family education. The program is designed to prepare infant educators to meet the many service role demands at the local, state, and national levels.

Master's Training for Personnel to Serve At-Risk Infants, Toddlers, and Preschoolers

Infant/Toddler Personnel Grant
Director: Lawrence Larsen
Fiscal Agency: Johns Hopkins University (Baltimore, MD)

Funding Period: 1990-95
Telephone: (301) 338-8273
Grant No.: H029Q00019

TARGET OF TRAINING: Graduate-level students who (a) hold an undergraduate degree in regular education, special education, or a related field; (b) are not certified in special education at the infant/primary level; (c) may have been professionally inactive for an extended period of time; and (d) wish to enter the field of early childhood special education.
TRAINING PROGRAM: The project will offer a 39-credit training program leading to a Master of Science in Education degree with concentration in early childhood special education and Maryland special education teacher certification at the infant/primary level. The training program will employ a comprehensive competency-based curriculum that encompasses the range of competencies required for effective teaching at the infant/primary level, practica, and field placements. Extensive evaluation data assessing trainee performance, as well as the relevance of the competencies that comprise the curriculum, will be obtained while the trainees are involved in the program and following their graduation.

Language Intervention Training for Speech-Language Pathologists Serving Infants, Toddlers, and Their Families

Infant/Toddler Personnel Grant	Funding Period: 1990-95
Director: Margaret Lahey	Telephone: (617) 578-8732
Fiscal Agency: Emerson College (Boston, MA)	Grant No.: H029Q00049

TARGET OF TRAINING: Graduate-level students in speech-language pathology.
TRAINING PROGRAM: The goal of the project is to train students to (a) provide family-centered services; (b) assess infant and toddler development of behaviors precursory to the development of communication; (c) facilitate early communication development; (d) provide preventive intervention to children at risk for a communication disorder; (e) provide remedial services to infants and toddlers with oral motor problems; (f) work cooperatively with interdisciplinary teams and coordinate services when necessary; and (g) provide inservice training relative to assessing and facilitating communication development to parents and professionals involved with infants and toddlers with disabilities. Students will complete coursework addressing family systems, infants and toddlers (development, assessment, and intervention), early communication development, feeding problems in infants, and interdisciplinary perspectives, as well as other courses traditionally included in a graduate speech-language pathology program (e.g., language disorders in children, diagnostics, fluency, neuromotor speech disorders). The program will include 15 experiential components carried out in conjunction with coursework or practica. These will address conducting assessments, analyzing family systems, participating in child-find activities, working within an interdisciplinary setting, facilitating communication development in a variety of settings, working on feeding problems, and presenting an inservice training program. Training leads to a master's degree.

Transdisciplinary Training for Early Intervention Personnel to Provide Family-Centered Transition and Case Management Services for At-Risk Young Children

Infant/Toddler Personnel Grant	Funding Period: 1991-94
Director: Valerie De Coux	Telephone: (601) 266-5163
Fiscal Agency: University of Southern Mississippi (Hattiesburg, MS)	Grant No.: H029Q10070

TARGET OF TRAINING: Early intervention personnel with baccalaureate degrees in nursing, social work, occupational therapy, physical therapy, or psychology.
TRAINING PROGRAM: The project will develop a preservice program for graduate preparation of early intervention personnel to provide family-centered case management and transition services. The project will link with an existing special education early intervention training program in order to interface the preservice training of special educators and other early intervention personnel. Participants will complete master's degree requirements in their respective fields, as well as 9 hours of coursework and 10 hours of practicum through this program to receive certification in early intervention. Program content will consist of a variety of courses incorporating didactic, observational, interactive, and "hands-on" activities, along with individualized practicum experiences. Emphasis will be placed on transdisciplinary training. Pairing of students across disciplines will offer invaluable experience in interdisciplinary collaboration. Stipends and tuition waivers will be available to selected students. Funding may also be available from the state Part H program to provide full-time assistantships for two students, who would be required to work at least one year in the Infant/Toddler System. The project also will seek to strengthen the linkages with state and community services providers, the Governor's Interagency Coordinating Council, and other training programs.

Parent/Infant Program for Hearing-Impaired Children

Infant/Toddler Personnel Grant
Director: Marjorie L. Harrington
Fiscal Agency: Southwest Missouri State University
(Springfield, MO)

Funding Period: 1989-92
Telephone: (417) 836-6508
Grant No.: H029Q90069

TARGET OF TRAINING: Graduate-level students in education of the hearing-impaired, who have undergraduate backgrounds in communication disorders, elementary or secondary education, psychology, or related service fields.
TRAINING PROGRAM: The program is designed to address teacher shortages in the field of education of the hearing-impaired and to expand the program to serve the birth-to-2 population in a home-based infant/parent program. Training leads to a master's degree. Students will enroll in coursework over 15 months, concurrently with their field experience placement. Each student will work with the family of a hearing-impaired infant during twice-weekly home visits. During one week each month, the parents and child will come to the clinic where their interactions will be videotaped to provide feedback for parents and additional training for students. The program offers opportunities for parents to enroll in sign classes at the university, and part of the weekly visits will address sign skills, especially vocabulary related to home activities. Parents will be expected to participate in the parent education program, with monthly meetings that include parents of hearing-impaired preschoolers.

Early Intervention Specialty Project: Competency-Based Program for Infant/Toddler Specialists

Infant/Toddler Personnel Grant
Director: Ted Maloney
Fiscal Agency: University Affiliated Program Satellite,
University of Montana (Missoula, MT)

Funding Period: 1989-94
Telephone: (406) 243-5467
Grant No.: H029Q90036

TARGET OF TRAINING: Graduate students in education, psychology, social work, speech therapy, physical therapy, and nursing.
TRAINING PROGRAM: The project will offer an Early Intervention Specialty program to teach students in a variety of human services disciplines the basic skills and competencies necessary to provide early intervention services through multidisciplinary and transdisciplinary teams to infants and toddlers with disabilities, and their families. Students may enroll in one of two tracks leading either to Early Intervention Specialist Certification or to certification and a master's degree in Interdisciplinary Studies. Interdisciplinary competencies will be addressed through five core courses: Typical Infant and Family Development; Atypical Infant and Family Development; Program Planning and Assessment of Infants, Toddlers, and Families; Intervention with Infants, Toddlers, and Families, and Program Evaluation; and Community Service Delivery: Multi- and Transdisciplinary Team Approaches. Each course will include practical applied experiences. An intensive practicum will follow the completion of the core courses. Training will address provision of services in rural areas and will meet Montana's requirements for certification of professionals providing early intervention services.

Interdisciplinary Birth to Five Personnel Preparation Program

Infant/Toddler Personnel Grant
Funding Period: 1990-93
Director: Lorraine McCune
Telephone: (201) 932-7716
Fiscal Agency: Rutgers University (New Brunswick, NJ)
Grant No.: H029Q00044

TARGET OF TRAINING: Graduate-level students in education, psychology, social work, speech pathology, nursing, occupational therapy, physical therapy, and other allied health professions.

TRAINING PROGRAM: The project will offer a comprehensive, interdisciplinary birth-to-5 personnel preparation program in special education and related services for handicapped and at-risk infants and preschoolers, and their families. The project is based on the successful birth-to-3 Infant Specialist Interdisciplinary Studies (ISIS) curriculum. The content of this infancy core--which addresses development of newborn and infant handicapped children and techniques for working with infants, families, and professionals--will be revised to include competencies necessary for serving children age 3 to 5 years. Attention will be paid to issues regarding work in local education agencies, assessment and intervention with preschoolers, and provision of services in a least restrictive environment. Students may enroll in various master's or doctoral programs within Rutgers University and the University of Medicine and Dentistry of New Jersey, and complete the ISIS Certificate as part of their program of study. They may already be trained in a specific education or related service discipline or may be concurrently enrolled in a discipline-specific preparation program.

Infant Intervention Specialist Training Project

Infant/Toddler Personnel Grant
Funding Period: 1989-94
Directors: Glenn VanEtten & Pauline Turner
Telephone: (505) 277-5018 or -4535
Fiscal Agency: College of Education, University of New Mexico (Albuquerque, NM)
Grant No.: H029Q90048

TARGET OF TRAINING: Graduate-level personnel in speech therapy, occupational therapy, day care, education, and related fields. Most participants are currently employed.

TRAINING PROGRAM: The project will offer training leading to a master's degree in either Counseling and Family Studies or Special Education, with a specialization in Early Intervention. Since most of the participants are employed, training is provided through evening classes. Students without an undergraduate background in education will be required to complete 9 semester hours of prerequisites before beginning the master's program. Students in special education will complete 42 semester hours; students in Counseling and Family Studies will complete 45 semester hours. A minimum of 8 semester hours of practicum or field placement is required, in addition to the field experiences provided in academic courses. Practicum placements include the high-risk neonatal clinic of the medical school; the extended care clinic; and two community infant programs operated by the Developmental Disabilities Bureau.

Early Intervention Training for Occupational Therapists and Physical Therapists

Infant/Toddler Personnel Grant	Funding Period: 1990-93
Director: Elizabeth Baltus-Herbert	Telephone: (716) 831-3141
Fiscal Agency: SUNY Research Foundation (Buffalo, NY)	Grant No.: H029Q00043

TARGET OF TRAINING: Graduate-level students in occupational therapy and physical therapy.
TRAINING PROGRAM: The project will develop a model of intensive training for occupational and physical therapists to enable them to provide services to infants and toddlers with disabilities in home-, agency-, and school-based practice. Training will include coursework in both physical and occupational therapy, as well as practica. The dual discipline format of instruction will present the competencies required of each professional providing services to infants and toddlers, while delineating skills and roles considered to be transdisciplinary. The role of the family in service planning and provision will be emphasized throughout the program. Participants will receive graduate credit for courses completed. The program will be team taught, and will be offered in Batavia, midway between Rochester and Buffalo, in order to be accessible to professionals in western New York state, the Finger Lakes area, and the Southern Ontario region. Instructional media developed during the program, including training manuals and videotapes, will be published and made available nationally. While the program is designed primarily for occupational and physical therapists, the training model and most of the instructional materials will be applicable to training programs for other professionals involved with infants, toddlers, and families.

Instructional Practice in Urban Settings with Families and Infants with Disabilities

Infant/Toddler Personnel Grant	Funding Period: 1989-92
Director: Kay Ferrell	Telephone: (212) 678-3862
Fiscal Agency: Teacher's College, Columbia University (New York, NY)	Grant No.: H029Q90021

TARGET OF TRAINING: Graduate-level students in education.
TRAINING PROGRAM: The project will train personnel to be teachers of and advocates for infants with or at risk for handicapping conditions or developmental disabilities, within urban settings. The 60-semester hour program will lead to a Master of Education degree; students who already hold a master's degree in special education may transfer up to 30 credits toward completion of the M.Ed. Training will emphasize family and community education, urban education, multicultural issues, and socioeconomic/demographic issues of urban communities. The program will combine coursework and practicum experiences in hospital settings dealing with children, birth to age 2 years, with a variety of handicapping conditions, especially AIDS, drug dependency, and chronic illness. The curriculum of the Program in Instructional Practice in Urban Settings with Families and Infants and Disabilities will be revised, with the goal of achieving a better match between competencies taught and competencies needed today in the field. The project also will develop a resource book for teachers working with HIV babies which will address what precautions, if any, are needed.

Interdisciplinary Master's Program in Infant Intervention

Infant/Toddler Personnel Grant	Funding Period: 1990-93
Director: Mary Beth Bruder	Telephone: (914) 285-8204
Fiscal Agency: New York Medical College (Valhalla, NY)	Grant No.: H029Q00034

TARGET OF TRAINING: Graduate-level students from a variety of professional backgrounds, including education, special education, nursing, occupational therapy, physical therapy, speech pathology and audiology, psychology, and social work.

TRAINING PROGRAM: The project will offer an interdisciplinary master's degree program in Developmental Disabilities, with a concentration in Infancy. The 36-credit program is designed to provide graduate and postgraduate students with skills in infant and family intervention. Students may enroll either full-time or part-time. The program will consist of coursework, practicum, and the completion of 32 competency-based tasks. The multidisciplinary curriculum will address the areas of education, occupational therapy and physical therapy, social work, psychology, and speech sciences. The goal of the program is to meet New York's growing demand for interventionists to provide interdisciplinary, comprehensive, family-centered, community-based services for infants and toddlers and their families under P.L. 99-457.

A Master's Program for Permanent Certification of Early Childhood Special Educators with Minority Populations

Infant/Toddler Personnel Grant	Funding Period: 1991-94
Director: Judith Bondurant-Utz	Telephone: (716) 878-5429
Fiscal Agency: SUNY/Buffalo State College (Buffalo, NY)	Grant No.: H029Q10078

TARGET OF TRAINING: Teachers who are certified provisionally in elementary or special education, and individuals who are not certified, but are employed in the field. Ten to 25 percent of these students will come from racial, ethnic, or language minority backgrounds.

TRAINING PROGRAM: Teachers in New York State receive provisional certification after completing the undergraduate degree in special, elementary, or early childhood education. For permanent certification, the master's degree must be obtained within five years of the time the teacher begins to teach provisionally. The project will develop and implement a permanent certification-level, field-based, minority-oriented master's degree program for teachers of infants, toddlers, and preschoolers with disabilities, with particular attention to racial, ethnic, and language minority populations. Existing courses will be modified and reorganized so that they emphasize working with racial, ethnic, and language minority populations, and the existing program will be modified and reorganized so that the master's degree can be earned within two years by students who are teaching full-time in early intervention and preschool programs. The project will develop the means for providing intensive on-the-job supervision coordinated with coursework and practicum requirements.

Preparation of Speech-Language Pathologists and Audiologists

Infant/Toddler Personnel Grant
Director: Katherine Butler
Fiscal Agency: Syracuse University (Syracuse, NY)
Funding Period: 1990-93
Telephone: (315) 443-9640
Grant No.: H029Q00004

TARGET OF TRAINING: Students enrolled in the Master's degree program in Communicative Sciences and Disorders.

TRAINING PROGRAM: The project will offer training to prepare speech-language pathologists and audiologists to serve as early interventionists for communicatively impaired infants, toddlers, and preschoolers. The program will supplement the broad-based academic and practica/externship experiences offered by the student's home program with specific training in interprofessional relationships, case management, and advocacy for parents and their young children. Students will work in concert with academic units in Special Education and Rehabilitation, and will have the opportunity to develop competencies in "real-life" settings by serving within two regional agencies that work with families and their at-risk or handicapped children: the Early Childhood Direction Center and the P.L. 99-457 Regional Planning Grant project. Students placed in these two settings will have an opportunity to deal with short-term care and programming, and to facilitate the movement of families through the health and education systems to achieve the most satisfactory long-term outcomes. The program is designed to teach the specialized skills and knowledge required of professionals working in interdisciplinary or transdisciplinary settings, integrating those skills and knowledge within clinical and educational sites, primarily during the third or fourth semester of study.

Special Education Early Childhood and Infant/Parent Development Program

Infant/Toddler Personnel Grant
Director: Sylvia Ross
Fiscal Agency: Bank Street, College of Education (New York, NY)
Funding Period: 1990-93
Telephone: (212) 222-6700
Grant No.: H029Q00009

TARGET OF TRAINING: Graduate-level students from education, special education, and psychology, with a particular focus on recruiting and training of minority teachers.

TRAINING PROGRAM: The project will develop a program of coursework, advisement, and closely supervised fieldwork to prepare teachers to serve at-risk and handicapped infants and toddlers. The program will combine theoretical and practical coursework and supervised fieldwork that focuses on the needs of children and families and addresses the skills and understanding needed to foster children's optimal growth and development, and families' ability to support that growth. A special emphasis throughout the program will be on working with the transdisciplinary team. Faculty will be drawn from the Special Education Program and the Infant and Parent Development Program of the Graduate School of Education, as well as outside professionals, and will include persons from minority groups and persons with handicaps.

Cincinnati Early Intervention Infant and Toddler Training Program

Infant/Toddler Personnel Grant
Director: Lawrence Johnson
Fiscal Agency: University of Cincinnati (Cincinnati, OH)

Funding Period: 1991-95
Telephone: (513) 556-4536
Grant No.: H029Q10026

TARGET OF TRAINING: Graduate-level students with undergraduate degree in education or a related field.

TRAINING PROGRAM: The project will develop and implement a transdisciplinary training program to address the critical need for personnel who are professionally skilled to serve the multiple needs of infants and toddlers with disabilities and their families. Coursework will address provision of early intervention using a transdisciplinary approach and will include methods, assessment, and development issues. Students will complete a full year of practicum in a hospital, early intervention program, Head Start program, or other center- or home-based environment. Each student will work with "field mentors" who also teach early intervention seminars at the university. Training will lead to a master's degree in early childhood special education and endorsement (certification) in early childhood special education. Another project goal is to establish a network of professionals who will provide ongoing training and technical assistance to programs serving preschoolers and their families.

Preparation of Speech-Language Pathologists and Audiologists to Provide Services to Preschool Handicapped Children from Minority Populations

Infant/Toddler Personnel Grant
Director: David Metz
Fiscal Agency: Cleveland State University (Cleveland, OH)

Funding Period: 1991-95
Telephone: (216) 687-3803
Grant No.: H029Q10106

TARGET OF TRAINING: Graduate-level students with baccalaureate degree in speech-language pathology or audiology.

TRAINING PROGRAM: The project seeks to enhance the preparation of personnel providing speech-language and audiology services to preschool children with disabilities, age 3 to 5 years, from multicultural backgrounds. The project will address this goal by increasing the number of students with special training for working with minority speech-language handicapped children, and by developing and integrating modules of instruction on assessment and intervention with minority handicapped children into the graduate curriculum. Students in the graduate programs in speech-language pathology or audiology will enroll in three seminars (Dialect Differences, Assessment, and Intervention), addressing special topics such as evaluation, assessment, and intervention with particular minority groups; family life; and assessment techniques geared toward particular minority populations. Students will be assigned to Head Start practicum sites to gain experience working with minority preschool populations. Students also will have the opportuntiy to work with minority parents and with professionals in allied disciplines. This training will satisfy the clinical requirements of the master's degree program. Upon graduation, these students will possess the knowledge base and clinical skills needed for national certification by the American Speech-Language-Hearing Association. Project staff will work with faculty to incorporate modules into departmental courses, and will provide guest lectures on multicultural topics in communication disorders.

Training Personnel to Serve Infants, Toddlers, and Preschoolers

Infant/Toddler Personnel Grant
Director: Philip Safford
Fiscal Agency: Kent State University (Kent, OH)

Funding Period: 1991-96
Telephone: (216) 672-2477
Grant No.: H029Q10104

TARGET OF TRAINING: Students in high school early childhood education vocational training programs. Emphasis is placed on recruitment of minority students.
TRAINING PROGRAM: The project offers an innovative approach to the recruitment, retention, and training of low-income minority students to become certified in special education at the baccalaureate degree level, in preparation for careers in special instruction and education for infants, toddlers, and preschoolers with or at risk for disabilities and their families. Ohio, as part of vocational education, has programs at the secondary level to train individuals, especially low-income minority students, as early childhood special education (ECSE) assistants to degreed/certified ECSE teachers. Recruitment activities for the undergraduate training program will include specially designed Fall, Spring, and Summer Institutes for participants in high school vocational programs across the state. These activities are designed to heighten awareness of careers with infants and young children with disabilities, birth to age 5 years, and their families, and to identify and select those individuals most likely to participate in the training progam. A cohort of 8 students and 2 alternates will be identified prior to the Summer Institute and will begin training during summer. Trainees will participate in a specially designed experimental undergraduate field-based training program in family-centered early intervention and integrated preschool education, while qualifying for Ohio teacher certification in an area of special education. Some students may qualify for early intervention certification through the Department of Health before completion of the baccalaureate degree.

Interdisciplinary Early Intervention Training

Infant/Toddler Personnel Grant
Directors: Diane Bricker & Jane Squires
Fiscal Agency: University of Oregon (Eugene, OR)

Funding Period: 1989-94
Telephone: (503) 686-3568
Grant No.: H029Q90086

TARGET OF TRAINING: Graduate-level students with undergraduate backgrounds in education, early childhood, occupational therapy, speech therapy, medicine, specialized recreation, and related fields.
TRAINING PROGRAM: The program will train personnel to work with children, birth to age 5 years, who have or are at risk for handicapping conditions, and their families. Students will enroll in four quarters of interdisciplinary coursework and practica. Practicum experiences will be available in a variety of settings, including hospital neonatal intensive care units (NICUs), speech and hearing clinics, regular preschools, and protective services programs. Training will lead to a Master of Arts in Special Education, with optional handicapped certification.

An Early Intervention Emphasis Program for Speech-Language Pathologists

Infant/Toddler Personnel Grant	Funding Period: 1991-93
Director: Lorraine Russell	Telephone: (215) 787-1876
Fiscal Agency: Temple University (Philadelphia, PA)	Grant No.: H029Q10102

TARGET OF TRAINING: Graduate-level students with baccalaureate degree in speech-language pathology, occupational therapy, physical therapy, nursing, or a related field. Emphasis will be placed on recruiting African-American students in order to increase this group's representation within the profession.

TRAINING PROGRAM: The project will offer coursework and clinical training within the master's degree program in speech-language pathology to provide students with the theoretical and practical competencies necessary to serve culturally diverse infants and toddlers with special needs and their families. Students with speech pathology background will complete two years of fulltime coursework and practica; students with undergraduate training in other fields will be required to complete an additional year of core coursework in speech-language pathology. Practicum placements will emphasize elective choices which will build a specialty for each student. Practica will have a preschool or neonatal focus. Within the focus, specialty work falls into three groupings: 1) multicultural issues related to effective service delivery (how to deal with families from various cultural backgroundse), 2) interdisciplinary aspects (interactions/teamwork with other disciplines in providing early intervention), and 3) focused seminars. Training will lead to a master's degree in speech-language pathology.

Early Intervention Paraprofessional Training Program

Infant/Toddler Personnel Grant	Funding Period: 1991-94
Director: Diane Keller	Telephone: (717) 945-5141
Fiscal Agency: Keystone Junior College (La Plume, PA)	Grant No.: H029Q10063

TARGET OF TRAINING: Undergraduate students; and personnel who already are working in early intervention and who seek certification.

TRAINING PROGRAM: The project will establish a preservice paraprofessional training program in Early Childhood Education--Early Intervention which will meet state certification standards. The project will develop a certificate (30 hours) and an associate degree program that includes both academic coursework and field practica, and stresses an interdisciplinary, family-centered approach to working with children with special needs, birth to age 5 years. Field experiences will be offered at various self-contained child care programs where children with disabilities participate, and will include home- and center-based settings and rural and non-rural settings. Students will be recruited primarily from the local area and will include both traditional (college-age) or nontraditional (adult) students. The program also will provide training for personnel already working in the field who lack the needed coursework to become certified under the new state regulations. Efforts will be made to place program graduates in early intervention jobs upon completion of the training program. The project will work with four regional colleges offering baccalaurete programs in special education to assist students who wish to pursue professional level degrees and positions.

Early Intervention Personnel Preparation for Services to Infants and Toddlers with Handicaps

Infant/Toddler Personnel Grant
Director: Verna Hart
Fiscal Agency: University of Pittsburgh (Pittsburgh, PA)

Funding Period: 1990-95
Telephone: (412) 648-7445
Grant No.: H029Q00015

TARGET OF TRAINING: Graduate-level students.
TRAINING PROGRAM: The project will offer training for early intervention personnel to serve infants and toddlers with handicaps. The program will operate out of the Program of Special Education within the Department of Instruction and Learning of the University of Pittsburgh's School of Education. Students will enroll either fulltime or parttime. Training will be competency-based, with the Program of Special Education forming the core of academic support. A wide range of practica and field experiences will be available in a variety of settings, including hospitals (through a consortium of five Level 3 hospitals with Neonatal Intensive Care Units), county programs serving the birth-to-3 population, private agencies, and various hospital-to-home transition programs. The program will allow special preparation for those who are already serving infants without special training. The program is designed to meet the severe shortage of personnel in western Pennsylvania to meet the needs of infants and toddlers with handicaps.

Interdisciplinary Preparation of Infant Specialists

Infant/Toddler Personnel Grant
Director: Kenneth Thurman
Fiscal Agency: Temple University (Philadelphia, PA)

Funding Period: 1991-95
Telephone: (215) 787-6018
Grant No.: H029Q10017

TARGET OF TRAINING: Graduate-level students with baccalaureate degree in early childhood education, special education, or a related field.
TRAINING PROGRAM: The project is designed to prepare specialists to provide services to infants with or at risk for disabilities and their families. Training will lead to a master's degree in special education, but will involve coursework in several areas of study. Coursework will be structured to include a number fo field assignments where students will have an opportunity to apply their knowledge in service settings. Each student will complete a practicum in a hospital or a home- or center-based early intervention program setting. All students will complete an Interdisciplinary Seminar in which they will interact with students from related disciplines (e.g. psychology, physical therapy, occupational therapy, etc.). Finally, each student will complete a master's project addressing some aspect of intervention. Students will be assessed on their attainment of program and course competencies. Graduates of the program will be equipped to provide services in hospitals, daycare centers, early intervention programs, natural homes, and social service agencies. The project is based on the standards recently receommended by the Pennsylvania Interagency Coordinating Council for the development of an early intervention credential.

Preparation of Pediatric Physical Therapists to Serve Infants and Toddlers with Handicaps and Their Families

Infant/Toddler Personnel Grant
Director: Susan K. Effgen
Fiscal Agency: Hahnemann University (Philadelphia, PA)

Funding Period: 1989-93
Telephone: (215) 448-4970
Grant No.: H029Q90002

TARGET OF TRAINING: Graduate-level students in pediatric physical therapy.
TRAINING PROGRAM: The program offers a Master of Science degree in pediatric physical therapy at Hahnemann University. Training includes 48 semester hours of work in the basic sciences, physical therapy evaluation and intervention, family therapy, and research processes. Students will complete a supervised clinical practicum working with infants and toddlers who have a wide range of handicapping conditions. The program's emphasis is on training clinical specialists to assist infants and toddlers with handicaps to achieve their maximum potential and enhance the family's ability to meet their child's special needs. Graduates will be prepared to provide services in a variety of settings serving infants and toddlers with handicaps, and to work as members of a multidisciplinary or transdisciplinary team. They also will serve as role models for other physical therapists and will have the knowledge and skills necessary to serve as practicum supervisors and educators. Evaluation includes student self-assessment, faculty and practicum supervisor evaluation, and Advisory Examination Committee assessment. Student input concerning the program also is sought.

Birth-to-Two Master's Field Outreach Program

Infant/Toddler Personnel Grant
Director: Keith Turner
Fiscal Agency: University of Texas (Austin, TX)

Funding Period: 1989-94
Telephone: (512) 471-4161
Grant No.: H029Q90028

TARGET OF TRAINING: Graduate level students with undergraduate training in early childhood education, child development, early childhood special education, nursing, occupational therapy, speech pathology, and psychology. Trainees may include currently employed teachers, therapists, and administrators who provide early intervention services to children, birth to age 2 years.
TRAINING PROGRAM: The 36-semester-hour transdisciplinary training program has two components: a field-based program for employed professionals and a university-based program for fulltime students with or without field experience. The program is designed to be completed in 18 months, with training provided on weekends during fall and spring semesters and fulltime during two summer sessions. Students in the university-based program who lack field experience will complete an additional 6 semester hours of practica focusing on the birth-to-2, 3-to-6, and high medical risk populations. Training is designed to interface with hospitals on discharge and to promote transition to public school placements. Seven courses will be offered in the birth-to-2 area and four in the 3-to-6 area. Training topics include assessment and medical interventions, parenting, interactional styles, multicultural issues, and curriculum plan-ning. The program is designed to promote an educational/related service/parent team approach to facilitate the child's development and ability to function in the least restrictive physical and social environment, in a manner that is consistent with child and family strengths and needs.

Early Intervention Personnel Preparation in Communications

Infant/Toddler Personnel Grant
Director: Melissa Bruce
Fiscal Agency: University of Houston (Houston, TX)

Funding Period: 1990-95
Telephone: (713) 749-2547
Grant No.: H029Q00016

TARGET OF TRAINING: Graduate-level students in speech-language pathology.
TRAINING PROGRAM: The project will address the need for trained early interventionists to work with children who demonstrate or are at risk for developing problems in communications that result in delayed development. Training will be designed to prepare service professionals with the knowledge and skills to deliver effective diagnostic and therapeutic services to infants and toddlers in clinical settings using interdisciplinary team approaches. The project will develop a two-year specialty training program in which students participate in both specialized academic courses and clinical practica under the supervision of experienced early intervention specialists. Training will incorporate appropriate content and intervention for training students in skills needed to provide services for infants and toddlers, and to meet certification requirements. At the conclusion of the project, the training curriculum will be disseminated for replication in other training programs around the country, and the specialty training track will become an established and continuing part of the graduate program in Communication Disorders at the University of Houston.

Training Specialists to Work with Handicapped Infants and Toddlers and Their Families

Infant/Toddler Personnel Grant
Director: Anne van Kleeck
Fiscal Agency: University of Texas (Austin, TX)

Funding Period: 1989-93
Telephone: (512) 471-1928
Grant No.: H029Q90005

TARGET OF TRAINING: Graduate students in speech-language pathology, psychology, and child development.
TRAINING PROGRAM: The project will develop a specialized two-year training sequence that focuses on infants and toddlers with handicaps and their families and emphasizes an interdisciplinary approach both to professional training and to working with the handicapped. Training will emphasize working with handicapped children, birth to age 2 years, through interdisciplinary service models that incorporate family functioning with a general goal of empowering families. The competency-based curriculum and practicum experiences will draw on the expertise of faculty and staff from the Departments of Speech Communication, Educational Psychology, and Home Economics, as well as professionals from the community. Training will address key areas of normal infant/toddler development, handicapping conditions, the psychology of families, and models and skills of team collaboration. Students will be prepared to serve in a variety of roles, including infant interventionist, family consultant, and team collaborator.

Utah Early Intervention Personnel Preparation Project (UEIPP)

Infant/Toddler Personnel Grant
Director: Athlene Godfrey
Fiscal Agency: College of Nursing, University of Utah
(Salt Lake City, UT)

Funding Period: 1989-93
Telephone: (801) 581-8274
Grant No.: H029Q90008

TARGET OF TRAINING: Graduate-level students with undergraduate background in nursing, special education, early childhood, social work, speech-language therapy, physical therapy, or psychology.

TRAINING PROGRAM: The project offers an interdisciplinary graduate degree program to train professionals in providing family-centered early intervention services to young children, birth to age 3 years, with or at risk for handicaps, and their families. During the first two years of the project, students will be recruited for the Early Intervention Specialty from either Parent-Child Nursing or Special Education. Education and nursing students will come together for a specialty track of interdisciplinary courses offered through the College of Nursing. Specific content areas addressed in the curriculum include family theory and assessment; parenting in the early years; normal development of infants and toddlers; atypical development as a result of handicaps or at-risk factors; assessment of development function; developmental and therapeutic approaches; interdisciplinary role and function; family-professional and team relationships; and legal, ethical, research, administration, and practice issues. Training leads to an M.S. in Nursing for nursing students, and to an M.S. or M.Ed. in Special Education for students in education and related disciplines.

Interdisciplinary Training in Early Childhood Special Education: An Individualized Approach to Coursework and Field-Based Experiences

Infant/Toddler Personnel Grant
Director: Jennifer Kilgo
Fiscal Agency: Virginia Commonwealth University (Richmond, VA)

Funding Period: 1991-94
Telephone: (804) 367-1305
Grant No.: H029Q10101

TARGET OF TRAINING: Graduate-level students with baccalaureate degrees in education or a related services field; and Virginia teachers presently working in early intervention programs who lack endorsement or who hold endorsement in areas other than early intervention or early childhood special education. Recruitment efforts will target minority students.

TRAINING PROGRAM: The project will develop and implement an interdisciplinary graduate training program designed to prepare special education students to serve infants, toddlers, and preschoolers with or at risk for disabilities, and their families. The project will be divided into one-year cycles. During each cycle, training will consist of individualized interdisciplinary coursework and internship/externship experiences. Each student's program will be individualized based on the student's educational background, experience, and career goals. Courses will be offered back-to-back in the late afternoons, evenings, and summers to accommodate both fulltime and parttime students. The program philosophy is geared toward building an integrated, interdisciplinary team approach which is family-centered. Training is competency-based and addresses fundamentals of early intervention, assessment (infant, preschool, family), interdisciplinary team approaches, case management, interagency collaboration, and research methods. Practicum settings reflect an interdisciplinary approach and include community-based infant and preschool programs, both public and private, as well as neonatal and hospital settings. Practica may be arranged at a student's job site in some cases. Training leads to specific endorsement in early intervention or early childhood special education.

Multidisciplinary Preparation of Pre-Service Master's Personnel in Intervention with Infants and Families

Infant/Toddler Personnel Grant	Funding Period: 1989-92
Director: Robert Pianta	Telephone: (804) 924-0792
Fiscal Agency: University of Virginia (Charlottesville, VA)	Grant No.: H029Q90012

TARGET OF TRAINING: Graduate-level students from early childhood education, special education, school psychology, and clinical psychology.
TRAINING PROGRAM: The program will offer multidisciplinary, competency-based preparation for preservice graduate students at the master's degree level to assume a variety of roles in early intervention service programs, including direct service provider, consultant for state or local agencies, and program evaluation expert. Training will include one year of infant specialty coursework, supervised on-site practicum experiences, and case seminars on multidisciplinary team building. Coursework will address infant development, family theory, characteristics of developmentally disabled populations, and assessment and intervention with developmentally disabled populations.

Preparation of Infant/Toddler/Family Intervention Specialists

Infant/Toddler Personnel Grant	Funding Period: 1990-94
Director: Marie Thompson	Telephone: (206) 543-4011
Fiscal Agency: University of Washington (Seattle, WA)	Grant No.: H029Q00012

TARGET OF TRAINING: Graduate-level students in early childhood special education.
TRAINING PROGRAM: The project train early intervention specialists to work with infants and toddlers with disabilities and their families in interdisciplinary settings. The program has two emphases: interdisciplinary case management and the family systems approach to service. Training will offer a full complement of required core courses, as well as recommended electives in related disciplines, in order to broaden and enhance students' training and skills. Students will complete practica in both university and community settings. At the University of Washington, students will work in classes at the interdisciplinary Experimental Education Unit, which serves infants and toddlers with a wide variety of handicapping conditions and their families; in assessment and follow-up clinics at the interdisciplinary Child Development and Mental Retardation Center; and in the homes of families served by the Experimental Education Unit. Community settings include day care and developmental disabilities centers, two of which are integrated. During the first year, all students will take a year-long seminar and practicum, "Families, Teams, and the Young Handicapped Child," with faculty and students representing six disciplines, to give trainees an opportunity to develop team-building skills with fellow students and faculty. During the second year, students in the Direct Service Provider Track will enroll in a year-long independent study including a research project, while students in the Coordinator/Manager Track will complete a year-long thesis study.

Preparing Personnel to Serve Infants, Toddlers, and Preschoolers: Occupational Therapy Training in Early Childhood

Infant/Toddler Personnel Grant	Funding Period: 1991-93
Director: Jean Deitz	Telephone: (206) 685-7411
Fiscal Agency: University of Washington (Seattle, WA)	Grant No.: H029Q10089

TARGET OF TRAINING: Graduate-level students with a baccalaureate degree in occupational therapy.
TRAINING PROGRAM: The project will offer a preservice graduate training program for pediatric occupational therapists, with special focus on multi-risk families and their young children with disabilities. Training will prepare students to work in specialized, interdisciplinary settings with families of young children with disabilities who are at risk due to cultural differences, poverty, inaccessible geographic locations (rural), parental substance abuse, or parental developmental disabilities. An Early Childhood Specialization Track will be incorporated into the existing master's degree program in occupational therapy. This track will offer didactic and practicum preservice training focusing on assessment practices and intervention strategies appropriate for infants and young children (including application of assistive technology); working in interdisciplinary early intervention and preschool special education programs; and providing family-centered, culturally sensitive services. The project will develop two new interdisciplinary courses, "Working with Culturally Diverse and Multi-Risk Families" and "Early Childhood Therapy Intervention," which will be open to graduate students from other disciplines. Two 80-hour clinical practica in interdisciplinary settings (one in early childhood assessment and one in early childhood intervention) will be required. Two additional practica (one in an intensive care nursery and one in an interdisciplinary team assessment setting) are optional.

Training Teachers of Infants, Toddlers, and Preschoolers at High Risk or Disabled in a Family-Centered Interdisciplinary Model for Employment in Rural Areas

Infant/Toddler Personnel Grant	Funding Period: 1991-94
Director: David J. Franks	Telephone: (715) 836-5740
Fiscal Agency: University of Wisconsin (Eau Claire, WI)	Grant No.: H029Q10064

TARGET OF TRAINING: Undergraduate students working toward their baccalaureate degree in education and certification; graduate students with baccalaureate degree in occupational therapy or physical therapy; and teachers with baccalaureate degree and teaching certificate in some area of education.
TRAINING PROGRAM: The project will offer training to prepare personnel to work as members of interdisciplinary teams and as partners with parents in family-centered approaches to services for young children with or at risk for disabilities, particularly in rural areas. Training for undergraduate students will lead to a baccalaureate degree in special education. Graduate-level training will lead to a master's degree in special education with certification, or to certification alone. The program for all trainees will address entry-level competencies and will include core coursework and fieldwork in center- and home-based preschool programs. Students seeking academic degrees will complete degree requirements which typically include coursework in normal child development, psychology, language development, physiology, communication disorders, and methodologies. Teams of students will be organized to facilitate cooperative learning and improve retention. Interdisciplinary training will be conducted by an Interdisciplinary Training Team consisting of professionals and parents who will teach, model, and mentor in seminars, topical course presentations, and Cooperating Student Support Group activities.

Doctoral Training in Research and Early Childhood Special Education

Leadership Personnel Grant
Director: Ray Elliot
Fiscal Agency: University of Alabama (Tuscaloosa, AL)

Funding Period: 1990-95
Telephone: (205) 348-1438
Grant No.: H029D00024

TARGET OF TRAINING: Doctoral-level students with master's degree in special education. Minority candidates are one of the target populations.
TRAINING PROGRAM: The project will offer a full doctoral program in special education, with emphasis in research and early childhood special education. Coursework will address a range of humanistic and behavioral areas, including language and social sciences. Practical experience in conducting research and functioning in an editorial role are critical features of the project. In addition to a student's dissertation research, each student will enroll in two research practica designed to result in presentations at national conferences and manuscripts to be submitted for publication. Practica will be designed to meet the individual needs of students. Practica sites will be located at the RISE Early Intervention Demonstration Project of the University of Alabama and at the Sparks Center for Developmental and Learning Disabilities of the University of Alabama Birmingham Medical Center. Students also will participate in an editorial practicum.

Interdisciplinary Doctoral Preparation of Speech-Language Pathologists for Careers as Applied Researchers and Trainees in Early Intervention

Leadership Personnel Grant
Director: M. Jeanne Wilcox
Fiscal Agency: Arizona State University (Tempe, AZ)

Funding Period: 1991-96
Telephone: (602) 965-9396
Grant No.: H029D10001

TARGET OF TRAINING: Students holding a baccalaureate or a master's degree in speech-language pathology or a related discipline, such as occupational therapy, physical therapy, psychology, and education.
TRAINING PROGRAM: The project is designed to prepare doctoral-level speech-language pathologists to assume leadership roles in early intervention, with a specific focus on applied research and training. Students will enroll fulltime in an interdisciplinary doctoral program in the Department of Speech and Hearing Science. Through completion of a sequence of courses, field experiences, and research activities, students will acquire competencies relative to (a) the design and administration of programs for families and their infants, toddlers, or preschool children with disabilities; (b) the development and implementation of preservice and inservice communication training programs for interdisciplinary early intervention personnel; and (c) appied research in early communication and language intervention. Training is be competency-based and includes extensive and varied opportunities for experiential and mentorship-based learning which are coordinated with formal coursework. The program will be individualized to build upon the student's previous academic and work experience and to contribute to future career goals. Financial support will be provided for a total of 8 doctoral students during the five-year project.

Leadership Training in Preschool Language Development and Disorders

Leadership Personnel Grant
Director: Linda Swisher
Fiscal Agency: University of Arizona (Tucson, AZ)

Funding Period: 1989-92
Telephone: (602) 620-0420
Grant No.: H029D90108

TARGET OF TRAINING: Doctoral and postdoctoral speech-language pathologists and professionals from related fields.

TRAINING PROGRAM: The Child Language Laboratory (CLL) Personnel Preparation Project has two goals: 1) to provide university-level leadership personnel who will upgrade the quality of research and training programs and thereby improve the diagnostic and intervention services available for monolingual and bilingual language-impaired preschool children; and 2) to broaden the knowledge base concerning neurobiological and behavioral predictors of language learning patterns, and to apply this knowledge to improving diagnostic and intervention services for language-impaired preschoolers. Participants' research skills will be enhanced through coursework, collaborative and independent research projects, seminar discussions, and selected summer externships. Teaching skills will be addressed through preceptorships and guided preparation for presentations at seminars, colloquia, and conferences. Clinical skills will be enhanced through research-related clinical experiences. Lectures and research experiences are provided by an interdisciplinary faculty with expertise in the areas of childhood language disorders, language acquisition, language learning, and the neurobiological basis of language impairment.

Early Childhood Special Education Leadership Training

Leadership Personnel Grant
Director: Diane Klein
Fiscal Agency: California State--L.A. University (Los Angeles, CA)

Funding Period: 1989-92
Telephone: (213) 343-4415
Grant No.: H029D90026

TARGET OF TRAINING: Doctoral-level students from backgrounds in special education, regular education, bilingual education, speech pathology, social work, occupational therapy, and related fields. Students admitted to the program must have at least three years of experience in special education or a related field. Attention will be paid to attracting minority candidates.

TRAINING PROGRAM: The program is a joint venture by California State University at Los Angeles (CSULA) and the University of California at Los Angeles (UCLA). Students will complete a core of prescribed courses over a three-year period, spending the first year at CSULA and the second year at UCLA. Students have the option of attending parttime during the first year of training. In addition to required coursework, students will complete a cognate (minor field) outside special education, as well as complementary support courses, in such areas as social welfare, psychology, and social anthropology. The program is developing a course on research in early childhood special education as part of the complementary support. Students will be required to participate in research practica and at least one practicum related to early childhood special education which may emphasize clinical or research issues, according to individual student needs. Training leads to a Ph.D. in Special Education.

Doctoral/Postdoctoral Training of Psychologists in Services to At-Risk and Handicapped Infants and Toddlers

Leadership Personnel Grant	Funding Period: 1989-94
Director: Kathy Katz	Telephone: (202) 687-8635
Fiscal Agency: Georgetown University Child Development Center (Washington, DC)	Grant No.: H029D90016

TARGET OF TRAINING: Pre- and postdoctoral psychologists.
TRAINING PROGRAM: The project will offer leadership training for psychologists which emphasizes early intervention with handicapped or at-risk infants and their families at the service, administration, and public policy levels. The program will interface with the interdisciplinary specialization in infancy training program at Georgetown University. Trainees will be selected for a six-month to one-year fulltime practicum experience, and will receive both disciplinary and cross-disciplinary supervision from the areas of special education, medicine, and allied health services. Training experiences will include direct intervention with at-risk and handicapped infants and families in the neonatal and pediatric intensive care nursery, in transition to home management, in follow-up developmental evaluation, in interfaces with community support services, and in various community infant intervention models. Trainees also participate in policy and planning activities in relationship to technical assistance activities to states.

Leadership Training in Early Childhood Special Education

Leadership Personnel Grant	Funding Period: 1991-94
Director: Mary Francis Hanline	Telephone: (904) 644-4880
Fiscal Agency: Florida State University (Tallahassee, FL)	Grant No.: H029D10062

TARGET OF TRAINING: Graduate students holding a master's degree in education or a related discipline, such as occupational therapy or speech-language pathology.
TRAINING PROGRAM: The project will develop a doctoral-level leadership training program based on competencies recommended by the Division for Early Childhood of the Council for Exceptional Children, and on anticipated infant specialist and pre-kindergarten handicapped competencies for the state of Florida. Students will complete graduate coursework, a doctoral seminar, a leadership practicum, a dissertation, and individualized research, reading, and teaching activities. Training will address social and philosophical foundations of education, social and philosophical foundations of special education, curriculum and methods in special education, and typical and atypical early development. Students will develop in-depth expertise on a particular area of competence related to special education, such as family-focused intervention, aspects of development, or service delivery issues. Practica settings will include public schools, private agencies, the State Department of Education, and university settings. Graduates will be equipped to function as researchers, administrators, and teacher trainers. Financial support will be provided for 8 doctoral students. Training will lead to a Ph.D. in Special Education. The program will be evaluated with formative and summative evaluation methods, allowing students and community input into all project activities. Follow-up information about program graduates will be collected.

Interdisciplinary Doctoral Program to Prepare Leaders to Serve Infants and Young Children with Handicaps and Their Families

Leadership Personnel Grant	Funding Period: 1990-93
Director: Zolinda Stoneman	Telephone: (404) 542-4827
Fiscal Agency: University of Georgia (Athens, GA)	Grant No.: H029D00080

TARGET OF TRAINING: Doctoral-level students in special education.
TRAINING PROGRAM: The project will offer a preservice doctoral training program focusing on two important, but traditionally neglected areas of specialization: family-focused intervention and early childhood special education with a concentration in motor development. The 120-quarter-hour program will focus on the competencies required by these two specializations. Specialized coursework and internship experiences in motor development will be offered in addition to more traditional training in other key areas of early childhood special education. All students will be required to have internship experiences in research, university teaching, and administration. Characteristics of the program include a strong interdisciplinary focus, competency-based instruction, and training for three key leadership roles: researcher, university teacher, and administrator. The interdisciplinary Leadership Training Program will be coordinated by the Georgia University Affiliated Program for Persons with Developmental Disabilities, which involves faculty from four schools and colleges at the University of Georgia and the Medical College of Georgia.

Interdisciplinary Leadership Project in Infancy

Leadership Personnel Grant	Funding Period: 1988-93
Director: Jeanette McCollum	Telephone: (217) 333-0260
Fiscal Agency: University of Illinois (Champaign, IL)	Grant No.: H029D80032

TARGET OF TRAINING: Doctoral-level students from special education, speech and hearing science, early childhood, psychology, human development and family ecology, and social work.
TRAINING PROGRAM: The program is a cooperative effort among faculty from three core programs (Early Childhood Special Education, Social Work, and Clinical/Community Psychology), with additional collaborators drawn from related fields (e.g., Speech and Hearing Science, Developmental Psychology, Nursing). Doctoral students admitted to the Interdisciplinary Leadership Project in Infancy will take a common set of courses and an ongoing research and issues seminar, in addition to the courses required by their home departments. Students will choose a leadership specialization in policy development, administration, personnel preparation, or direct service, emphasizing infants with special needs and their families.

Personnel Leadership for Early Intervention (PLEI)

Leadership Personnel Grant	Funding Period: 1991-96
Director: Jeanette McCollum	Telephone: (217) 333-0260
Fiscal Agency: University of Illinois (Champaign, IL)	Grant No.: H029D10085

TARGET OF TRAINING: Doctoral-level students with master's degree in one of the human services disciplines (e.g., special education, occupational therapy, physical therapy). Students will be drawn from the range of disciplines which provide the interdisciplinary framework for early intervention services.

TRAINING PROGRAM: The project will offer leadership training to prepare interdisciplinary professionals to address early intervention personnel issues from the perspectives of research, policy, and training. The project will interweave four bodies of knowledge important for cross-disciplinary interaction (family-centered services, interdisciplinary interaction, interagency coordination, personnel standards and development) with leadership knowledge and skills in research and policy. The training program operates from the perspective that knowledge can best be gained by current and future personnel through collaboration and interaction with persons from other disciplines. Coursework will emphasize personnel issues and practices within and across early intervention disciplines. The program will offer opportunities for field experiences and applied internships with state or federal agencies. Students from other departments may earn a specialization in this program, while completing doctoral requirements in their respective departments.

Preparation of Leadership Personnel (Pediatric Habilitative Audiologists): Northwestern University

Leadership Personnel Grant	Funding Period: 1991-94
Director: Dean Garstecki	Telephone: (708) 491-3164
Fiscal Agency: Northwestern University (Evanston, IL)	Grant No.: H029D10020

TARGET OF TRAINING: Doctoral-level students who hold a master's degree in audiology or a related service field (e.g., speech-language pathology).

TRAINING PROGRAM: The project will develop and evaluate a program to train doctoral-level students who are concerned with solving the problems related to severe to profound hearing loss in infants, toddlers, and young children. A unique academic curriculum has been designed, with emphasis on development of the student's research skills, with the opportunity to develop teaching and clinical service skills as well. Students will complete core coursework in audiology. Additional courses address such areas as communication intervention with infants and toddlers, learning disabilities in early childhood, developmental auditory perception, and pediatric audiology. Faculty for the program will include individuals with expertise in identification of hearing loss in infants and toddlers, and in-depth research experience in this area. Clinical work will be designed to take advantage of faculty expertise. Training will lead to a Ph.D. in Audiology. The project has a long-term, ongoing affiliation with 25 local hospitals, agencies, and schools which serve hearing-impaired children and their families. A comprehensive, four-tiered evaluation system will be implemented to monitor the success of the project.

Program to Train Leaders in Applied Research for Handicapped Infants and Young Children

Leadership Personnel Grant
Director: Richard Brinker
Fiscal Agency: University of Illinois (Chicago, IL)
Funding Period: 1988-93
Telephone: (312) 413-1563
Grant No.: H029D80002

TARGET OF TRAINING: Occupational and physical therapists pursuing a doctorate in Special Education with a focus on research in the development of infants and young children with handicaps; and doctoral students from special education, regular education, psychology, social work, public health, or computer science.
TRAINING PROGRAM: The program will provide interdisciplinary training in research techniques designed to meet the national need for leadership in training early intervention professionals. The project will draw on the collective expertise of hospital treatment clinics, early intervention programs, family support systems, and infant development research laboratories, but will emphasize the development of a new type of researcher-practitioner. The program will apply an apprenticeship model utilizing interdisciplinary faculty and training, and will include an internship at the Early Intervention Program and at the University Affiliated Program. A major goal is to train students in research techniques and their application to individual cases across time, and to develop more individual case designs.

Family Leadership Training Program

Leadership Personnel Grant
Director: Shirley Behr
Fiscal Agency: University of Kansas (Lawrence, KS)
Funding Period: 1990-95
Telephone: (913) 864-4954 or -7609
Grant No.: H029D00094

TARGET OF TRAINING: Doctoral-level special educators and related services providers.
TRAINING PROGRAM: The project will offer training leading to a doctorate in Education or Special Education. Training is value-based and applies a conceptual model of critical reflective inquiry. Practice in "living laboratories" permeates every aspect of the curriculum and thereby provides a relevant basis for inquiry and analysis. The curriculum design will have three major components: Core Area, Requirements, and Dissertation Research. Students will be integrally involved in ongoing research and training projects at the Beach Center. The program will be individualized through individual leadership development plans which will involve the student's current strengths and needs, goals, strategies for accomplishing goals, current resource networks, strategies for expanding resource networks, and methods of evaluation. The program will be designed with deliberate strategies to foster relationships, including cooperative learning groups in accomplishing assignments and weekly contact with the program mentor. The program has two goals: 1) to prepare special educators who major in family studies and disability to provide national leadership in family-centered research, training, and program administration, and 2) to prepare special educators and related services providers who minor in family studies and disability to provide leadership within their area of special education (e.g., learning disabilities, early childhood) or their discipline (e.g., allied health, social welfare) in family-centered research, training, and program administration.

Preparation of Preschool Classroom Language Intervention Specialists

Leadership Personnel Grant
Director: Mabel Rice
Fiscal Agency: Child Language Program, University of Kansas (Lawrence, KS)
Funding Period: 1989-94
Telephone: (913) 864-4570
Grant No.: H029D90046

TARGET OF TRAINING: Predoctoral students with prior academic or practical experience in the fields of early childhood special education and/or speech-language pathology.
TRAINING PROGRAM: The project will prepare doctoral-level students to serve as preschool classroom language intervention specialists. Training will focus on the special issues of preschool language instruction in least restrictive environments. The goal of training is to prepare personnel who can a) synthesize relevant developments in preschool language instruction within the regular classroom, b) develop significant research dealing with language training in the least restrictive environment, c) design and monitor integrated language programs, and d) train personnel to manage the special needs of language-impaired children. The training program is sponsored by the Graduate Program in Child Language, the Department of Human Development and Life, and the Department of Speech-Language-Hearing: Sciences and Disorders.

Preparing Leadership Personnel in Early Childhood

Leadership Personnel Grant
Director: Nancy Peterson
Fiscal Agency: University of Kansas (Lawrence, KS)
Funding Period: 1990-94
Telephone: (913) 864-4954
Grant No.: H029D00041

TARGET OF TRAINING: Doctoral-level students in special education.
TRAINING PROGRAM: The project is designed to prepare leadership personnel in special education with specific expertise in early childhood special education, covering infants, toddlers, preschoolers, and young primary age children with all types of disabilities or at-risk conditions and all levels of severity. The goal is to enhance the doctoral program and to carry out unique training strategies with a special cohort of trainees in order to meet the need for leadership personnel with a broader background of expertise that crosses a number of areas relevant to multidisciplinary, interagency, cross-categorical, comprehensive services. Students in the three- to four-year program will specialize in early childhood special education and minor in a complementary field (e.g., social work, human development, family participation). Coursework will be interdisciplinary. The program will offer year-long, mentor-led internships, long-term career planning, and computer literacy/computer use training.

Doctoral Leadership in Early Childhood Special Education: Preparing Researchers and Teacher-Educators

Leadership Personnel Grant	Funding Period: 1990-95
Directors: Paula Beckman & David Cooper	Telephone: (301) 405-6492
Fiscal Agency: University of Maryland (College Park, MD)	Grant No.: H029D00030

TARGET OF TRAINING: Doctoral-level students in early childhood special education.
TRAINING PROGRAM: The goal of the project is to prepare doctoral-level personnel with skills in research, teaching, and advocacy. The doctoral program will provide training through a combination of coursework, intensive field placements, dissertation, and related research experiences. A major vehicle for attaining research experience is through a three-year research apprenticeship that systematically provides the trainee with structured experiences leading to independent research skills. Trainees also will participate (with faculty) in a monthly research colloquium as a forum for presenting and evaluating research. Trainees will have other opportunities to learn and practice communication skills by participating in grant writing, workshops, manuscript reviews, and guest lectures. Students will be prepared to assume leadership positions in universities, local school districts, state education agencies, private and public policy organizations, and the federal government.

Doctoral Training for Speech-Language Pathologists in Early Child Language Study

Leadership Personnel Grant	Funding Period: 1991-95
Director: Barry Prizant	Telephone: (617) 578-8732
Fiscal Agency: Emerson College (Boston, MA)	Grant No.: H029D10051

TARGET OF TRAINING: Doctoral-level students with master's degree in speech-language pathology or another early childhood language specialty.
TRAINING PROGRAM: The project will prepare doctoral-level leadership personnel in speech-language pathology to work as teachers/scholars and researchers. The project has two goals: (1) to provide intensive preservice doctoral education for future faculty, with emphasis on meeting the needs of infants, toddlers, and preschool children with language and communication disorders and those at risk for these conditions; and (2) to prepare researchers to add to the knowledge base on language development, early language disorders, prevention, and intervention to enhance child and family outcomes. Approximately four students per year will participate in the program. Students will complete required and elective coursework and a series of experience modules. Coursework will include information on research, seminars and colloquia on special topics, directed readings, and independent study. The experience component is structured around three modules: a teaching module, aimed at developing competencies in curriculum development and presentation skills; a clinical module, aimed at developing competencies in knowledge of clinical techniques, program development and evaluation, consultation, and interdisciplinary approaches; and a research module. The program employs a mentor relationship. Students also may benefit from other training opportuntiies in the Boston area.

Leadership Training for Occupational and Physical Therapists in School Systems and Early Intervention

Leadership Personnel Grant — Funding Period: 1989-94
Director: Sharon Cermak — Telephone: (617) 353-2727
Fiscal Agency: Sargent College of Allied Health, Boston University (Boston, MA) — Grant No.: H029D90004

TARGET OF TRAINING: Doctoral-level students in occupational and physical therapy.
TRAINING PROGRAM: The project will offer training to prepare occupational and physical therapists for leadership positions in advanced clinical practice, research, and teaching in entry-level and graduate professional programs. The three-year program will emphasize the knowledge and theory underlying intervention with handicapped infants, toddlers, preschoolers, children, and youth, and their families. This focus on early intervention and therapy in the public schools will be incorporated within the pediatric specialization of its interdisciplinary doctoral program in therapeutic studies, leading to a Doctor of Science degree. The program will provide in-depth study combined with research experiences in the area of pediatrics. Students in the program will be trained to assume leadership roles as professional educators, advanced practitioners, consultants, researchers, and administrators.

Leadership Training in Early Childhood Special Education

Leadership Personnel Grant — Funding Period: 1989-92
Director: Samuel Meisels — Telephone: (313) 747-1084
Fiscal Agency: Center for Human Growth and Development, University of Michigan (Ann Arbor, MI) — Grant No.: H029D90032

TARGET OF TRAINING: Doctoral-level students with baccalaureate degree and certification in education or psychology, or with master's degree in education or psychology. Students enrolling must have classroom experience with young children and children with special needs.
TRAINING PROGRAM: The project will provide leadership training with a strong emphasis on applied developmental psychology and educational research. The program will include two to three years of coursework and at least two years of research and research-based dissertation work, leading to a Ph.D. Students will complete coursework in early childhood special education, applied developmental psychology, and policy analysis. Practica and field assignments will follow an apprenticeship model, where students will work on faculty-directed research projects related to early childhood special education. Students will be provided with a broad range of educational, practica, and research experiences that will prepare them for leadership positions as college teachers, researchers, program specialists, and policy analysts in early childhood special education.

Interdisciplinary Postdoctoral Training in Early Intervention

Leadership Personnel Grant
Directors: Don Bailey & Rune Simeonsson
Fiscal Agency: University of North Carolina (Chapel Hill, NC)
Funding Period: 1990-95
Telephone: (919) 966-4250
Grant No.: H029D00059

TARGET OF TRAINING: Postdoctoral students from diverse professional and educational backgrounds, including (but not limited to) special education, early childhood, school or developmental psychology, occupational or physical therapy, speech-language pathology, audiology, nursing, medicine, nutrition, social work, and public health.

TRAINING PROGRAM: The project will offer an interdisciplinary postdoctoral training program in early intervention to provide an opportunity for recent doctoral graduates and experienced professionals to expand their research skills and apply them to significant questions about early intervention for children with disabilities and their families. Among the postdoctoral fellows, four will be recent doctoral graduates who will participate in a two-year fellowship program, and seven will be advanced professionals, such as university faculty who wish to build research skills or begin a new line of inquiry, who will participate in a one-year fellowship program. An individualized set of experiences and activities will be designed for each fellow, based on prior experience, research interests, and personal goals. Program requirements include 1) participation in a core seminar on early intervention research issues and methodologies, 2) participation in an advanced proseminar emphasizing themes of longitudinal, life-course development and interdisciplinary health-behavioral research integration, and 3) engagement in one or more planned research activities.

Interdisciplinary Training in Early Intervention

Leadership Personnel Grant
Director: Rune Simeonsson
Fiscal Agency: University of North Carolina (Chapel Hill, NC)
Funding Period: 1989-94
Telephone: (919) 962-5579
Grant No.: H029D90062

TARGET OF TRAINING: Doctoral-level students with academic or practical experience in education, psychology, or allied health areas (including occupational and physical therapy), who show promise for leadership in early intervention. Special efforts will be made to attract minority candidates.

TRAINING PROGRAM: The project will offer an interdisciplinary training program to prepare leaders in school psychology, special education, and allied health to advance the teaching, research, and clinical base of early intervention for handicapped infants, toddlers, and young children with disabilities, and their families. The program offers a strong research core in infancy and early childhood and family services. Students will pursue an area of concentration and a minor area related to early intervention. Training will include required coursework in the home department, common courses, and applied experiences in clinical and research settings. Practica settings include clinical sites, preschools, early childhood centers, and school-related health settings. Each component will focus on the development of competencies for early intervention leaders in terms of teaching, research, and clinical skills. Training will lead to a Ph.D. in Special Education for education and allied health students, and in School Psychology for psychology students.

Interdisciplinary Early Childhood Leadership Training Project

Leadership Personnel Grant
Directors: Ronald Sommers & Philip Safford
Fiscal Agency: Kent State University (Kent, OH)
Funding Period: 1990-93
Telephone: (216) 672-2672
Grant No.: H029D00028

TARGET OF TRAINING: Doctoral-level students in special education (early childhood emphasis), speech and language pathology, and audiology.
TRAINING PROGRAM: The goal of the project is to prepare doctoral students to serve in leadership roles associated with services for young children with disabilities and their families. Students will experience a carefully planned and sequenced set of interdisciplinary training activities, complementary to their respective courses of study over a three-year period. The training program will establish competencies for each of the following major role functions: research, supervision and interdisciplinary team leadership, policy analysis/implementation and program administration, and preservice and inservice training of professional personnel. The interdisciplinary nature of the program is reflected in faculty and student representation, common course requirements to be satisfied by all trainees, special training mechanisms in interdisciplinary team processes (interdisciplinary seminar sequence, one-week institute, externship placements, colloquia), and shared field-based training experiences in which trainees assume leadership roles in ongoing service delivery to young children and families, program development, training, and research.

Interdisciplinary Leadership Training in Early Intervention

Leadership Personnel Grant
Director: Brenda Terrell
Fiscal Agency: Kent State University (Kent, OH)
Funding Period: 1989-92
Telephone: (216) 672-2672
Grant No.: H029D90062

TARGET OF TRAINING: Doctoral-level students with previous training in physical or occupational therapy, speech pathology, school psychology, early childhood education, or special education.
TRAINING PROGRAM: The project will offer interdisciplinary training to prepare leaders in early intervention who will be able to a) design and administer programs for infants and toddlers with disabilities, and their families; b) develop and implement inservice training programs for interdisciplinary early intervention personnel; and c) conduct program evaluation, policy, intervention, and other types of research. Training is competency-based and includes extensive and varied opportunities for experiential and mentorship-based learning, coordinated with formal coursework. The program is flexible and builds upon students' previous academic and work experiences and addresses their future career goals. The project features interinstitutional, interdepartmental collaboration among the various department of Children's Medical Center of Akron and the seven colleges and departments of Kent State University. Following completion of program competencies, students will receive a Ph.D. degree in speech pathology, school psychology, or special education.

Preparing Doctoral Level Leadership Personnel in Communications for Infants, Toddlers and Preschoolers

Leadership Personnel Grant	Funding Period: 1990-95
Director: Glenda Ochsner	Telephone: (215) 448-4970
Fiscal Agency: University of Oklahoma (Norman, OK)	Grant No.: H029D00091

TARGET OF TRAINING: Doctoral-level personnel in speech-language pathology and audiology. Students include minorities and persons with disabilities.
TRAINING PROGRAM: The project will offer a training program to prepare leadership personnel in speech-language pathology and audiology who are knowledgeable in the specific communication problems of at-risk and severely handicapped infants, toddlers, and preschoolers, and have good working knowledge of the use of modern technology, including augmentative instrumentation and computers. The program will combine graduate coursework in normal and disordered communication and related areas; advanced practicum; applied research; and training assignments. Students will be prepared to serve in a variety of roles involving teaching, research, service provision, supervision, and administration.

Early Childhood Doctoral Training School Psychology Program

Leadership Personnel Grant	Funding Period: 1990-95
Directors: Mark Shinn, Roland Good & Diane Bricker	Telephone: (503) 346-2144
Fiscal Agency: University of Oregon (Eugene, OR)	Grant No.: H029D00056

TARGET OF TRAINING: Doctoral-level school psychologists.
TRAINING PROGRAM: The project will offer School Psychology/Early Childhood leadership training focused on infants and young children who are at-risk or handicapped, and their families. Students will be trained in 1) conducting functional and ecologically valid assessment of at-risk and handicapped infants and toddlers and their families; 2) designing, implementing, and evaluating early intervention programs; 3) conducting applied research for the enhancement of educational services; and 4) providing instruction and training in the area of early childhood/school psychology at institutions of higher education. Training activities will include didactic coursework in relevant areas, practica, research training, and teaching experiences. Practica will be designed to offer extensive experiences in early childhood/special education assessment, intervention, evaluation, consultation, counseling and family support issues, and policy development.

Leadership Training in Early Intervention

Leadership Personnel Grant
Directors: Diane Bricker & Jane Squires
Fiscal Agency: University of Oregon (Eugene, OR)

Funding Period: 1989-94
Telephone: (503) 686-3568
Grant No.: H029D90110

TARGET OF TRAINING: Doctoral-level students with backgrounds in education, allied health, and related disciplines.
TRAINING PROGRAM: The project will prepare personnel to provide leadership in the area of infants and young children, who have or are at risk for developing disabilitie, and their families. The program has three objectives: 1) preparing students to become experts in program development, implementation, and evaluation for children with special needs and their families; 2) preparing students to become experts in policy development for children with special needs and their families; and 3) preparing students to conduct research that is directed toward the enhancement of educational services for children with special needs and their families. Training will be highly individualized, with a core research emphasis. The program leads to a doctorate in Special Education.

Doctoral Program in Pediatric Physical Therapy

Leadership Personnel Grant
Director: Susan Effgen
Fiscal Agency: Hahnemann University (Philadelphia, PA)

Funding Period: 1990-95
Telephone: (215) 448-4970
Grant No.: H029D00005

TARGET OF TRAINING: Doctoral-level students in pediatric physical therapy.
TRAINING PROGRAM: The project will offer doctoral studies aimed at training pediatric physical therapists to assume leadership roles through teaching, research, or clinical practice for infants, toddlers, children and youth with disabilities, and their families. The program is committed to training high-level professionals who have the advanced skills necessary to evaluate and treat a diverse population of children, the expertise to develop and manage service delivery programs, and the skills and theoretical knowledge to teach at the college level, and who are prepared to do significant research. The doctoral program is designed to provide a comprehensive course of study in pediatric physical therapy and is divided into five areas: research processes, teaching, basic sciences, pediatric physical therapy evaluation and intervention, and a related cognate area. Practica, comprehensive and qualifying examinations, and a dissertation are required. Students in the leadership program will be required to take courses on physical therapy in educational environments and working with families, participate in practica in educational environments, develop a publishable project, and complete a dissertation related to physical therapy in educational environments.

Leadership Training in Early Childhood Special Education

Leadership Personnel Grant — Funding Period:1989-94
Director: Ann Kaiser — Telephone: (615) 322-8186
Fiscal Agency: Peabody College, Vanderbilt University (Nashville, TN) — Grant No.: H029D90071

TARGET OF TRAINING: Doctoral-level students who have a master's degree in education or a related field, and at least two years of teaching experience.
TRAINING PROGRAM: The project will offer interdisciplinary, competency-based training in early childhood special education that focuses on developing professional leadership skills in three areas: research, teacher training, and social policy. The program is a subset of the larger Special Education program, with heavy emphasis on research, methodology, and empirical studies. Students will complete a core of special education courses, a seminar each semester that addresses research issues, and a minor that is related to early childhood issues (e.g., families, speech/language, social policy). Students will teach college-level courses and serve as mentors for incoming masters-level students. The research sequence for each student will move progressively from providing assistance on faculty research projects, to conducting independent research investigations. Training will draw on faculty and professional staff from a wide variety of academic and early education settings. An innovative aspect of the program is the use of a "Junior Colleague" training model to facilitate development of professional skills by minimizing the distinction between student status and faculty in research activities. The program will encourage student involvement in professional organizations and activities, such as conference presentations and consultations.

Preparation of Leadership Personnel: Audiology, Hearing Impairment and the High-Risk Infant

Leadership Personnel Grant — Funding Period: 1991-96
Director: Fred Bess — Telephone: (615) 322-4099
Fiscal Agency: Vanderbilt, University (Nashville, TN) — Grant No.: H029D10008

TARGET OF TRAINING: Graduate students with background in Communication Disorders. Most students will hold a master's degree, but this is not required.
TRAINING PROGRAM: The project will prepare doctoral-level leadership personnel who can take roles as administrators, teacher/investigators, and researchers addressing the needs of hearing-impaired and high-risk infants and preschool children, and their families. The program leads to a Ph.D. in Audiology. Core audiology classes include 12 hours in research skills (e.g. statistics, computer science). Students supported by this program will complete a multidisciplinary minor focusing on the high-risk infant which involves coursework in developmental psychology, early childhood development, and early intervention, as well as a pediatric clerkship at Vanderbilt Medical School. Students also will have opportunities to work at projects that have a high-risk infant focus at the School of Medicine or Peabody College. Students will complete practica-like projects during their first and second years. Settings for these projects will include the NICU (focusing on newborn screening), the Child Development Center at Vanderbilt, and the Parent-Infant Training Program at the Williams Center. Students completing the high-risk infant minor will be expected to focus on this area in their dissertations, but flexibility is possible.

Ph.D. Emphasis in Special Education

Leadership Personnel Grant
Director: Sarah Rule
Fiscal Agency: Utah State University (Logan, UT)

Funding Period: 1989-93
Telephone: (801) 750-1987
Grant No.: H029D90112

TARGET OF TRAINING: Doctoral-level students with master's degrees in special education or related services fields.

TRAINING PROGRAM: The project will establish an early childhood special education emphasis within the existing doctoral program in the Department of Special Education. Students will be trained to prepare personnel, conduct research, develop and supervise intervention programs for preschool children with disabilities, define policies, and evaluate and administer programs at the state and local levels. Students may elect to specialize in the birth-to-2 or 3-to-5 population. Students will be required to complete required coursework, participate in research and other scholarly work, teach at the college level, and complete an extended internship in their area of specialization. Internship placements may involve working in service programs for infants or preschoolers, with ongoing research programs, or with state agencies engaged in policy development.

Training Personnel for the Education of Young Children with Severe and Profound Multiple Handicaps Served in Early Childhood Settings

Low Incidence Grant
Director: Barbara Thompson
Fiscal Agency: University of Kansas (Lawrence, KS)

Funding Period: 1989-92
Telephone: (913) 864-4594
Grant No.: H029A90042

TARGET OF TRAINING: Masters-level students in early childhood special education.
TRAINING PROGRAM: The project will develop a program to prepare certified early childhood special education teachers to work in integrated early intervention programs with young children with severe and profound, multiply handicapping conditions, including deaf-blindness. The project will increase the number of trainees in the general Early Childhood Special Education Program and in the dual teacher certification/master's degree program in Early Childhood Special Education (EC-SPED) and the Severe, Profound, Multiple Handicaps and Deaf-Blind (SPMH/D-B) area. Special coursework and experiences will be directed toward the development of competencies in assessment, planning, and implementation strategies required for a broad range of applications of assistive technology needed by students to increase control over their lives; to maximize their participation in home, school, and community environments; and to enhance interactions with family and peers. Materials and practica will include competencies for integrating young children with severe/profound handicaps into both mainstream community day care and preschool programs, and cross-categorical reverse mainstream early childhood special education programs. Course materials will address assessment procedures related to behavioral state, procedures for working with students who require medical procedures, and procedures and precautions for working with students who have potentially communicable diseases.

An Interdisciplinary Family Systems Training Program for Service Providers to Deaf Infants/Toddlers and Their Families

Low Incidence Grant
Director: Marie Thompson
Fiscal Agency: University of Washington (Seattle, WA)

Funding Period: 1990-92
Telephone: (206) 543-4011
Grant No.: H029A00043

TARGET OF TRAINING: Advanced graduate students from special education, educational psychology, social work, speech-language pathology, audiology, and nursing.
TRAINING PROGRAM: The project will develop a preservice training program to prepare students to work as infant specialists or as future educators of infant specialists. Training focuses on an interdisciplinary, family-systems approach to working with infants and toddlers who have severe bilateral hearing loss, and with their hearing families. Training will cover one academic year and will incorporate coursework and practica from six areas within five departments: Special Education/Early Childhood Hearing Impairment, Educational Psychology, Social Work, Parent/Child Nursing, and two tracks (speech-language and audiology) of Speech and Hearing Sciences. A critical component of the program is a 3-credit interdisciplinary seminar and practicum that will meet weekly. Students will be prepared to serve as members of multidisciplinary teams and will acquire a set of generic interdisciplinary competencies and transdisciplinary skills that they would not acquire in their own departments. Practicum experiences will be provided in a variety of settings. Students will be required to give two major presentations: an individual presentation within their home department, and an all-day workshop, prepared and presented by the trainees collectively. The project will stress a leadership role for participating students, with a view to preparing them to train other people.

Minority Recruitment for Training Early Intervention Specialists

Minority Institutions Grant
Director: Anne Widerstrom
Fiscal Agency: San Francisco State University Foundation
(San Francisco, CA)

Funding Period: 1991-93
Telephone: (415) 338-1630
Grant No.: H029E10010

TARGET OF TRAINING: Graduate-level students from three target populations--Asian American, African American, and Latin American--with backgrounds in education and related fileds (e.g., psychology, child development). Most of these students are older and are currently employed in programs for young children, such as Head Start.

TRAINING PROGRAM: The project will institute an intensive recruitment program to increase the number of minority personnel trained to serve infants and young children with special needs. Given the diverse population demographics of Northern California and the large number of families from different ethnic and cultural groups who are in need of early intervention services, it is critical that training programs reach out to minority communities for student recruitment. The project will provide stipends for 10 students per year for fulltime or parttime enrollment in an existing master's degree program in education, focusing on early childhood special education. Students currently enrolled in the Department of Special Education will help to recruit and identify potential new students, and will serve as peer mentors for these students after enrollment. Students will complete all requirements for the master's degree, including a 180-hour internship working with preschoolers in center-based programs, or with infants in home- or center-based settings.

Minority Early Childhood Special Education MA Degree

Minority Institutions Grant
Director: Liz Rothlein
Fiscal Agency: University of Miami (Coral Gables, FL)

Funding Period: 1991-93
Telephone: (305) 284-3826
Grant No.: H029E10069

TARGET OF TRAINING: Graduate-level students with baccalaureate degree in elementary education, early childhood education, or special education. Emphasis in placed on minority students with certification who are currently employed as teachers.

TRAINING PROGRAM: The project will recruit and support six minority students for a part-time master's degree program in early childhood special education, in response to the need for trained teachers of young children with disabilities in the Virgin Islands. Training will take place during three summers to accommodate students' employment responsibilities. Students will complete 36 credit hours of coursework, including a 3-credit-hour interdisciplinary course; at least 80 hours of field experiences related to their coursework; and 300 hours of internships. Coursework will address assessment and intervention, child development, psychology of infants, working with families, and adaptive technologies. Fieldwork will involve a variety of educational settings and will be geared to the individual student's interests and needs. Internships will be offered in center-based public and private programs during the second and third summers. Each student will complete two internship placements, one working with children, birth to age 2 years, and the other working with children, age 3 to 5 years. Placements will be geared to individual student preparation. Selected placements, involving work at multiple sites, may be available for students who already have experience working with the birth-to-2 population. Training will emphasize an interdisciplinary approach to intervention. Students will receive tuition support, living expenses, and a stipend during their enrollment.

Project HITOS (Helping Infants and Toddlers on to Success)

Minority Institutions Grant Funding Period: 1991-96
Directors: Carol Westby & Mary Bolton-Koppenhaver Telephone: (505) 843-2929 or 277-4453
Fiscal Agency: Communication Disorders Department, Grant No.: H029E10077
University of New Mexico (Albuquerque, NM)

TARGET OF TRAINING: Undergraduate and graduate-level students in speech-language pathology; and speech-language pathologists employed in community programs who are not trained in early childhood issues. Special effort will be made to recruit Native American and Hispanic students.

TRAINING PROGRAM: The project will provide training support for three groups of students. Tuition support will be provided for four speech-language pathology undergraduate students from minority backgrounds who will attend learning and writing strategies classes and receive academic support to ensure successful completion of the baccalaureate degree program. The project will provide tuition and stipends for four graduate students (including at least one minority student) who enroll in three elective courses within the master's degree program: a course in cross-cultural child socialization and interviewing, providing training in how to relate to culturally different families in order to understand the family's values, beliefs, and child-rearing practices; a course on infant assessment; and a course on families and intervention. Students will complete three practica, including a semester at a hospital NICU, a semester in a community program for children, birth to 2 years, and a semester in a community program or public school program for children (ages 3 to 4 years) who have disabiliites or are culturally/linguistically different. The project will provide funding for employed speech-language pathologists to attend courses on infant assessment and families and intervention. Students may have the opportunity to participate in a summer practicum in a hospital NICU.

Plan to Achieve Accreditation of a Training Program in Speech Pathology and Audiology

Minority Institutions Grant Funding Period: 1991-96
Director: Harold Powell Telephone: (803) 536-8074
Fiscal Agency: Department of Speech Pathology and Audiology, Grant No.: H029E10075
South Carolina State College (Orangeburg, SC)

TARGET OF TRAINING: Graduate-level students with baccalaureate degree in speech-language pathology. Many already are enrolled in the master's program in speech-language pathology.

TRAINING PROGRAM: The project will offer an emphasis on working with preschool children with disabilities, by incorporating coursework and practica into the existing graduate program in speech-language pathology. The project will develop a core curriculum of six courses to help speech-language clinicians work with infants and toddlers with disabilities. Course content will address conditions making children at risk, conditions which predispose children to disabilities, diagnosis, planning programs, and working with children with disabilities, especially those with mental retardation or physical disabilities. In addition to the required 300 hours of speech and hearing practicum, students will complete a minimum of 30 hours of practicum experiences providing diagnosis and hands-on intervention to young children in home- or center-based settings. The project will work to increase the number of practicum sites to yield the needed variety of cases.

Preparation of Minority Personnel to Provide Speech, Language, Hearing Services to Infants, Toddlers, Children and Youth

Minority Institutions Grant	Funding Period: 1991-94
Director: Harold Mitchell	Telephone: (615) 320-3229
Fiscal Agency: Tennessee State University (Nashville, TN)	Grant No.: H029E10073

TARGET OF TRAINING: Speech-language pathology students with baccalaureate degree. Emphasis will be be placed on recruiting students from minority backgrounds and students from rural and underserved areas. Some participants have been employed in public school settings.
TRAINING PROGRAM: The project will provide tuition support and stipends for six students to complete a fulltime graduate program that will prepare them as speech-langauge-hearing specialists. The program is offered through the School of Education and leads to an M.Ed. degree with a focus in speech pathology. Students will complete 39 to 42 semester hours of coursework in speech pathology addressing the needs of infants, toddlers, and preschoolers. Field experiences will be offered in Head Start settings. Students also will complete a minimum of 350 clock hours (375, beginning January 1993) of practica in rehabilitation agencies, hospital settings, and university clinic satellites, supervised by certified speech-language pathologists. Students will learn to assist children with special needs through stimulatory language, behavioral, cognitive, and other exercises to build their independence and self confidence in social settings. Emphasis will be placed on teaching students to expect and respond flexibly to the nuances of individual programs and client needs.

School Psychology Specialty in Early Intervention

Related Services Grant
Director: Rick Short
Fiscal Agency: Auburn University (Auburn, AL)

Funding Period: 1990-93
Telephone: (205) 844-5160
Grant No.: H029F00011

TARGET OF TRAINING: Graduate-level students with backgrounds in school psychology, psychometry, or special education. Special efforts will be made to recruit and train persons who wish to work in isolated rural areas where specialized services are relatively inaccessible.

TRAINING PROGRAM: The project will offer an interdepartmental training program that will prepare personnel to provide psychological and educational services to children with disabilities, birth to age 8 years, and their families in a variety of settings. The program will consist of two years of coursework beyond the baccalaureate degree and a one-year internship. Students will pursue coursework in school psychology and receive specialized training in assessment of very young children, infant and preschool intervention, and planning and intervening with families of children with disabilities. Internships will be completed in interdisciplinary settings that provide exposure to medical, psychological, and educational disciplines. Students also will be provided with supervised practicum experiences in schools. At the completion of the program, students will receive the Ed.S. degree and sixth-year certification in school psychology. Training will be provided cooperatively by the Department of Counseling and Counseling Psychology and the Department of Rehabilitation and Special Education.

First Start: Care of Handicapped Infants and Toddlers

Related Services Grant
Director: Marilyn Krajicek
Fiscal Agency: Health Sciences Center, University of Colorado (Denver, CO)

Funding Period: 1989-92
Telephone: (303) 270-8734
Grant No.: H029F90037

TARGET OF TRAINING: Paraprofessionals in child care and education who are at the undergraduate level.

TRAINING PROGRAM: The goals of the project are to improve the quality of preservice educational preparation and to increase the numbers of child care workers and education aides. Participants will be trained to care for infants and toddlers with disabilities and chronic illnesses within nursery, education, and child care settings. Training will be provided through the 45-hour, educational course, First Start: Care of Handicapped Infants and Toddlers. New lessons on emerging care needs will be added to the existing curriculum, which has been pilot-tested in six states over the past three years. Nationwide dissemination of the First Start program will be expanded through innovative curriculum packaging and development of alternative methods of distribution. The project will identify community support services for infants and toddlers with handicapped through interdisciplinary collaboration between professionals and paraprofessionals in health and education, in concert with family members and voluntary associations.

Paraprofessional Training in Early Childhood Special Education

Related Services Grant — Funding Period: 1990-93
Directors: Allen Huang & Lyman Hunter — Telephone: (303) 351-2691

Fiscal Agency: University of Northern Colorado (Greeley, CO) — Grant No.: H029F00030

TARGET OF TRAINING: Students at the paraprofessional level in early childhood special education.
TRAINING PROGRAM: The project will provide training to paraprofessionals to work with preschool children with special needs and their families throughout Colorado. The program encompasses 10 semester hours (one academic year) of coursework in special education of infants and toddlers, including an introduction to special education requirements and delivery techniques for infants and toddlers. Training will include practica and field placements. The project will seek to expand the number of quality mainstream placement opportunities for preschool children with special needs by providing paraprofessional training for public and private child care center and preschool staff. The training program will be coordinated between the University of Northern Colorado and the Front Range Community College, so that students may enter early childhood special education (ECSE) training at the paraprofessional level, continue through an Associate of Arts degree, and move on to certification as an ECSE teacher at the master's level with as little duplication and/or loss of credit as possible. Project components are designed to complement the Colorado Department of Education's recommendations for paraprofessional training.

Preparation of Related Services Personnel in Occupational Therapy of Infants and Young Children

Related Services Grant — Funding Period: 1990-93
Director: Jodi Redditi-Hanzlik — Telephone: (303) 491-7304
Fiscal Agency: Colorado State University (Fort Collins, CO) — Grant No.: H029F00026

TARGET OF TRAINING: Graduate-level students in occupational therapy, who hold a baccalaureate degree in another area.
TRAINING PROGRAM: The project will provide training to prepare occupational therapists at the professional master's degree level to assume roles as effective special education team members for children with disabilities, birth to age 8 years, and their families. Students will participate in special practica and coursework focusing on the needs of infants and young children. Practica placements will include hospitals, community agencies, and educationally based settings with transdisciplinary team planning, and will focus on such concepts as normalization, family-centered approach, and family empowerment and enablement. Graduates from the program will meet the certification requirements established by the American Occupational Therapy Association and the Colorado Department of Education, and will be eligible for public school employment as occupational therapists. The project will integrate early special education-related competencies and content into the graduate and undergraduate degree programs for occupational therapy students, and will establish an ongoing curricular emphasis in the area of early special education for occupational therapy students at Colorado State University.

Infant Specialization Training for Related Service Providers

Related Services Grant
Director: Toby Long
Fiscal Agency: Georgetown University Child Development Center (Washington, DC)
Funding Period: 1991-92
Telephone: (202) 687-8635
Grant No.: H029F10026

TARGET OF TRAINING: Entry-level (undergraduate and graduate) students in occupational therapy and physical therapy who are enrolled in a degree-granting program at another university.

TRAINING PROGRAM: The project will offer an interdisciplinary training program to help occupational and physical therapists develop knowledge and competencies in provision of services to medically fragile and at-risk infants and young children, birth to age 3 years, and their families. Trainees without infant experience will be selected to participate in an affiliation (internship/clinical placement) at the Georgetown University Child Development Center lasting 8 weeks for physical therapists and 12 weeks for occupational therapists. A primary discipline supervisory will be appointed for each trainee. Trainees will participate in a variety of didactic, clinical, and community experiences which will include direct work with infants and caregivers in the neonatal and pediatric intensive care units. Areas addressed will include transitioning from hospital to home care, parent training and support, follow-up assessments, accessing community resources, and developing effective interagency collaboration from service providers. Trainees will function as members of interdisciplinary evaluation and treatment teams. Upon completion of the program, trainees will be awarded infant specialist certificates as well as credit toward the awarding of an academic degree from their home programs.

Pediatric Physical Therapy Multidisciplinary Training Model

Related Services Grant
Director: Martha Clendenin
Fiscal Agency: University of Florida (Gainesville, FL)
Funding Period: 1989-92
Telephone: (904) 395-0085
Grant No.: H029F90072

TARGET OF TRAINING: Masters-level students in physical therapy.

TRAINING PROGRAM: The project will develop a specialized area of interdisciplinary graduate study in pediatric physical therapy and special education. Through this program, physical therapists will acquire skills in advanced pediatric physical therapy, teaming, transdisciplinary consultation, and peer facilitation that are vital for the successful recruitment and retention of physical therapists in the public school system. The project will develop a model curriculum that enhances the exposure of preservice therapists to the public school system and that can be implemented at other universities within the state and region. Completion of the curriculum will lead to the Master of Health Science degree in Physical Therapy. The effectiveness of the project will be evaluated by a comprehensive plan involving 1) monitoring of students' coursework through grades, graduate committees, and course evaluations; 2) reviewing recommendations of the Interdisciplinary Advisory Council; 3) reviewing recommendations of the national consultant; and 4) reviewing employment selection and program questionnaires of alumni.

Building Stronger Teams through Interdisciplinary Graduate Education in the Related Services (TIGERS)

Related Services Grant	Funding Period: 1991-94
Director: Winnie Dunn	Telephone: (913) 588-7195
Fiscal Agency: University of Kansas Medical Center (Kansas City, KS))	Grant No.: H029F10084

TARGET OF TRAINING: Graduate-level students with backgrounds in audiology, occupational therapy, physical therapy, speech/language pathology, nursing, psychology, social work, or a related field.

TRAINING PROGRAM: The purpose of the project is to develop and enhance the knowledge, skills, and attitudes of related services personnel so that they will be able to provide more effective services for young children with special needs and their families, and will be prepared to function as members of interdisciplinary teams in early intervention, preschool, and public school settings. The project offers a parttime, two-semester program comprising a discipline-specific course, an interdisciplinary course, and a practicum each semester. Training will emphasize pediatric theory, assessment, and intervention, as well as interdisciplinary knowledge, skills, and attitudes. The interdisciplinary training will teach participants to value the collaborative process and to negotiate effectively with their colleagues and with families, while discipline-specific training will provide students with the knowledge and skills to contribute the unique perspective of their own disciplines to team problem-solving. Students will earn 16 hours of academic credit that may be applied toward a master's degree in their own field. Students who are currently employed may complete the practicum at their work site.

Statewide Training Network for Preservice Training for Early Childhood Special Education and Cross-Categorical Special Education Paraprofessionals

Related Services Grant	Funding Period: 1989-94
Director: W. Merle Hill	Telephone: (913) 357-5156
Fiscal Agency: Kansas Association of Community Colleges (Topeka, KS)	Grant No.: H029F90021

TARGET OF TRAINING: Early childhood special education and cross-categorical special education paraprofessionals at the undergraduate level.

TRAINING PROGRAM: The project will develop and refine a statewide training network to provide preservice training at the associate degree level for paraprofessionals who work in infant and early childhood programs in special education and in cross-categorical programs. The program will formulate and adopt a core curriculum for preservice community college programs, and will provide technical assistance to community colleges in identified midwestern states to adapt or adopt the preservice model. Specialized training will be provided for paraprofessionals in specific priority topic areas, including technology, behavior management, severe health problems, legal and ethical issues, and communication skills.

School Psychology/Interdisciplinary Infant/Toddler Specialization

Related Services Grant	Funding Period: 1989-92
Director: Susan Epps	Telephone: (402) 559-5762
Fiscal Agency: Meyer Rehabilitation Institute (Omaha, NE)	Grant No.: H029F90074

TARGET OF TRAINING: Masters-level students in school psychology.
TRAINING PROGRAM: The project will develop an educational and practicum sequence in handicapped and at-risk infant/toddler specialization for students in school psychology programs. Training will emphasize an interdisciplinary perspective and will include didactic coursework and proseminars, and supervised, competency-based practicum experience in community, hospital, and clinic settings. The courses and proseminars will be available to students from other degree programs. Students will develop competencies in five general areas: assessment, intervention techniques, consultation and collaboration, medically fragile infants and toddlers, and family needs and services.

The MPH Program for Nurses in Early Intervention

Related Services Grant	Funding Period: 1991-94
Director: Mary Beth Bruder	Telephone: (914) 285-7052
Fiscal Agency: New York Medical College (Valhalla, NY)	Grant No.: H029F10077

TARGET OF TRAINING: Nurses holding a BSN degree, who are or will be public health nurses within New York State.
TRAINING PROGRAM: The project will offer a Master of Public Health degree program with a concentration in early intervention that is designed to provide graduate and postgraduate nursing students with skills in infant and family intervention. The 45-hour degree program will consist of coursework, practica, and completion of 32 competency-based tasks. Students will enroll parttime, attending classes evenings and summers. In addition to the regular course requirements for the MPH degree, students will complete an 18-hour concentration in early intervention, addressing infant assessment, families, intervention techniques, and service delivery models. Competency-based tasks will include families, service delivery models, research design, and public health issues. Two practica will be required, one of which will be completed in the student's the home agency. Other practicum sites will include neonatal intensive care units, early intervention programs, and public health agencies.

Training: Occupational Therapy Management in Schools

Related Services Grant	Funding Period: 1990-93
Director: Kenneth Ottenbacher	Telephone: (716) 831-3141
Fiscal Agency: State University of New York at Buffalo (Buffalo, NY)	Grant No.: H029F00021

TARGET OF TRAINING: Graduate-level students in occupational therapy.
TRAINING PROGRAM: The project will extend the TOTEMS (Training: Occupational Therapy Education Management in Schools) curriculum by adding a component on serving infants and toddlers with special needs and their families. The original TOTEMS curriculum was designed to help hospital-based therapists make the transition from medically based therapy (i.e., doctor-nurse teams) to school-based therapy, working with teachers, administrators, and other nonmedical personnel and students. The SUNY-Buffalo program previously adapted TOTEMS to establish a school-based practice track within the Master of Science degree program in occupational therapy. The project will use the TOTEMS curriculum as a model to create courses for therapists who will be working in family (parent-child) environments. The program will integrate early intervention coursework and practica with the usual pediatric core courses the students are already taking. The practica involve field placements in home-based and hospital outpatient settings. Training content and competencies will reflect an emphasis on providing family-oriented, rather than child-oriented, services for infants and toddlers. Trainees will be prepared to plan and deliver effective treatment programs in a wide range of settings, and to serve as consultants and supervisors of other educational team members.

Early Childhood Training in Occupational Therapy

Related Services Grant	Funding Period: 1990-93
Directors: Helen K. Grant & Jane Cass-Smith	Telephone: (614) 292-5824
Fiscal Agency: Ohio State University (Columbus, OH)	Grant No.: H029F90037

TARGET OF TRAINING: Undergraduate and graduate students in occupational therapy.
TRAINING PROGRAM: The project will develop, institute, evaluate and disseminate an educational program to prepare occupational therapists with competencies for working with young children with special needs in early childhood settings. The project has three objectives. The first objective is to increase and upgrade the content of the undergraduate curriculum regarding therapy with young children, by adding content on working with families and young children in early intervention and preschool settings. The second objective is to develop and offer a course and a 10-week fulltime fieldwork in an early childhood program for "super seniors"--undergraduates who have met all of the requirements for the baccalaureate degree, are taking the certification exam, and are enrolled as students but not in a formal graduate program. The third objective is to develop and institute graduate courses and practica that will enable occupational therapists to achieve the best practice competencies. Students will be required to complete a core of six courses in advanced theory and practice with children, family dynamics, interdisciplinary teamwork, and special education with young children. Many of the competencies will be achieved and evaluated through a practicum taken at the end of the course of study. Trainees who complete the graduate program will receive a Master's of Science degree from the School of Allied Medical Professions.

Preparation of Physical Therapists for Public School and Early Intervention Programs

Related Services Grant
Director: Irene McEwen
Fiscal Agency: University of Oklahoma (Oklahoma City, OK)

Funding Period: 1990-93
Telephone: (405) 271-2130
Grant No.: H029F00056

TARGET OF TRAINING: Physical therapists at the graduate level, with at least two years of professional experience.
TRAINING PROGRAM: The project will prepare physical therapists at the advanced master's degree level to provide services to infants, toddlers, children, and youth with disabilities in public schools and early intervention programs. The advanced master's degree is a two-year program. An essential component of training is cross-professional preparation, involving coursework and practica with students and faculty from other disciplines serving early intervention and special education programs. Students will be prepared to conduct applied research, critical for improving the effectiveness of therapy services, through participation in faculty projects and the completion of the master's thesis. The goal is to increase the number of physical therapists who are well-qualified to provide both school therapy and early intervention services. The knowledge and skills of graduates also should extend beyond the children whom they serve directly, through inservices, consultation, and other leadership roles they will be prepared to assume.

Training of Psychologists to Serve Infants and Young Children

Related Services Grant
Directors: Mark Shinn, Roland Good, & Diane Bricker
Fiscal Agency: University of Oregon (Eugene, OR)

Funding Period: 1990-93
Telephone: (503) 346-2144
Grant No.: H029F00093

TARGET OF TRAINING: Graduate-level students in school psychology.
TRAINING PROGRAM: The project will offer training to prepare masters-level school psychologists to provide services to infants and young children with or at risk for disabilities, and their families. Students will be trained to 1) conduct functional and ecologically valid assessments of infants and young children and their families; 2) design and evaluate interventions that meet family, as well as child, needs and enhance the development of the child through inclusion of the family; 3) provide consultation to parents, teachers, and other related services personnel; and 4) evaluate early intervention programs for individuals and groups. Training will include didactic coursework in relevant areas, a series of practica experiences, and research training. Practica experiences will emphasize early childhood/special education assessment, intervention, evaluation, consultation, counseling, interagency collaboration, and family support issues. Training will lead to a master's degree in psychology and early intervention.

Preparation of Occupational Therapists to Provide Related Services within Special Education Settings to Infants and Toddlers with Handicaps and Their Families

Related Services Grant	Funding Period: 1989-92
Director: Janice Burke	Telephone: (215) 928-8010
Fiscal Agency: College of Allied Health Sciences, Thomas Jefferson University (Philadelphia, PA)	Grant No.: H029F90009

TARGET OF TRAINING: Masters-level occupational therapists.
TRAINING PROGRAM: The project will develop a training program to prepare occupational therapists to provide services to infants and toddlers with disabilities, using a culturally relevant, family-centered, interdisciplinary approach. Training will focus on the integration of knowledge and skills in understanding the child and family within the context of the special education/early intervention system. Students will be trained to view intervention as an interdependent process combining educational, medical, social, humanistic, and organizational ideas. Learning is structured in a spiral of complexity, and combines coursework, practica, and seminars. Graduates will show competence in the areas of assessment, treatment, consultation, and collaboration. Faculty and lecturers, representing the interdisciplinary early intervention team (special educators, physicians, occupational therapists, speech therapists, physical therapists, nurses, social workers, family members, caregivers, and community members) will participate in lectures, practica, and seminars to ensure that trainees are exposed to the multi-faceted nature of early intervention. Training will lead to a Master of Science Degree in Occupational Therapy, with a specialization certificate in Early Intervention.

Preparation of School-Based Pediatric Physical Therapists

Related Services Grant	Funding Period: 1989-93
Director: Susan K. Effgen	Telephone: (215) 448-4970
Fiscal Agency: Hahnemann University (Philadelphia, PA)	Grant No.: H029F9097

TARGET OF TRAINING: Masters-level physical therapists.
TRAINING PROGRAM: The project will offer specialized advanced training for pediatric physical therapists who will work with young children with disabilities. Students will complete at least 48 semester hours in the basic sciences, advanced pediatric physical therapy evaluation and intervention, statistics, research design, courses specific to employment in educational environments, and a thesis relevant to pediatric physical therapy in an educational environment, as well as clinical practicum experience in a school with children having a wide range of disabilities. Evaluation will include student self-assessment, faculty and practicum supervisor evaluation, and Advisory Examination Committee assessment. Training is designed to prepare students as clinical specialists for children with disabilities, role models for other physical therapists, and practicum supervisors and educators for future generations of physical therapy students. Masters-level students will be required to provide inservice training at various educational facilities, practicum sites, and professional meetings in order to share their advanced level of skills and knowledge with others. Training will lead to a Master of Science in Pediatric Physical Therapy.

Preparation of Personnel to Provide Long-Term Special Education-Related Services to Infants and Preschool Children with Disabilities

Related Services Grant
Directors: Janet Kulberg & David Caruso
Fiscal Agency: University of Rhode Island (Kingston, RI)

Funding Period: 1991-94
Telephone: (401) 792-4228
Grant No.: H029F10017

TARGET OF TRAINING: Students with undergraduate backgrounds in education, special education, or related services (e.g., psychology, occupational therapy, physical therapy) who are enrolled in master's degree programs in school psychology or early childhood education.
TRAINING PROGRAM: The project will offer training to provide specialty endorsements in either a 60-hour master's degree program in school psychology or a 36-hour master's degree program in early childhood education. The interdepartmental, interagency training program is designed to prepare students to provide direct and indirect services to infants and preschool children with disabilities. The specialized training for the endorsement will consist of a practicum and five courses, including two courses in child development addressing cognitive and social/emotional development, a course in assessment and evaluation of infants and preschoolers, a course on decision-making and evaluation, and a special seminar associated with the practicum. Trainees will be required to function as members of an interdisciplinary team. Emphasis will be placed on participation in team processes, including decision-making and development of individual service plans, and trainees will be required to assess the effectiveness of intervention strategies generated in this manner. Efforts will be made to place an early childhood education student and a psychology student together in practicum sites to promote team training.

Child Care and Special Education: An Approach to Training Related Services Personnel in Early Childhood Programs

Related Services Grant
Director: Karla Hull
Fiscal Agency: Norwich University (Northfield, VT)

Funding Period: 1990-93
Telephone: (303) 270-8734
Grant No.: H029F90037

TARGET OF TRAINING: Students at the associate and paraprofessional levels.
TRAINING PROGRAM: The project will seek to improve services for young children with handicapping conditions by increasing the number of trained, community-based child care providers. In support of this goal, the project has three objectives: 1) to assure that all licensed and registered child care providers in Washington, Lamoille, and Chittenden counties have an introductory level of awareness about children with special needs; 2) to create a corps of well-trained Child Development Associate (CDA) credential recipients who are willing and able to effectively serve children with special needs in child care centers and homes; and 3) to develop a system of coordination among human service agencies, public schools, and Vermont College in providing appropriate services to young children with special needs. Existing courses in the early childhood special education program will provide the foundation of this training. Information about children with special needs will be incorporated into regularly scheduled training activities in the two training regions so that all providers, not just those receiving specialized training, will have the opportunity to become informed about and familiar with the needs of children with handicapping conditions. The project is an extension of a successful set of Early Childhood Programs operated by Vermont College.

Interdisciplinary Field-Based Graduate Training Program in Infant/Family Services

Related Services Grant
Director: Bernardine Clarke
Fiscal Agency: Institute for Developmental Disabilities,
Virginia Commonwealth University (Richmond, VA)

Funding Period: 1989-94
Telephone: (804) 786-0720
Grant No.: H029F90050

TARGET OF TRAINING: Masters-level students in nursing, social work, psychology, public health, occupational therapy, and physical therapy.

TRAINING PROGRAM: The project will develop and expand the personnel preparation graduate program to include nontraditional interdisciplinary field-based training that will prepare professionals to work in infant intervention services that serve infants and toddlers with special needs, and their families. Students will complete 12 graduate hours over a one-year period as part of or in addition to the regular graduate program in their home discipline. The program will consist of coursework (three courses), seminars (15 hours), program tasks (competencies), and field-based experiences (one course, minimum 150 clock hours) that will be coordinated with a field-based training project preparing students in early childhood special education for direct services to infants and toddlers with special needs, and their families. Students will be prepared to perform roles as direct services providers. Project staff and the interdisciplinary team will provide field-based training and supervision; expand the program to other interested disciplines as programs develop within the university; develop and maintain a parent advisory group; conduct project management and evaluation activities; and disseminate information and materials across the state and nationally.

Interdisciplinary Family Systems Approach

Related Services Grant
Director: Marie Thompson
Fiscal Agency: Experimental Education Unit,
University of Washington (Seattle, WA)

Funding Period: 1989-92
Telephone: (206) 543-4011
Grant No.: H029F90045

TARGET OF TRAINING: Masters-level students in audiology, speech pathology, nursing, and social work whose career goals are to provide developmental, corrective, and supportive services to infants and toddlers with disabilities, and supportive services to families.

TRAINING PROGRAM: The project will develop a preservice, interdisciplinary training program with a family-systems approach for graduate students from four disciplines. Students will have completed at least one year of a master's degree program in their home discipline before entering the interdisciplinary program. During the "interdisciplinary year," students will work together for one year in a combined seminar/coursework/practicum program that provides opportunities for them to learn new competencies and practice new skills in a variety of placements (university-based integrated classrooms for infants and toddlers, community-based day care and Developmental Disability centers, and home-based settings). These students will work as team members with early childhood special education and pediatric occupational therapy students, supported by other training programs, in the practicum setting. Weekly seminars throughout the three-quarter year will focus on each of the different professions important in providing a full array of related services, as well as interactive strategies for accessing and making best use of them. For their remaining courses, students may choose a) courses in their home departments related to the birth-to-3 population, b) appropriate courses in the other participating departments, or c) courses in early childhood special education.

Navajo Nation Career Ladder Rehabilitation and Special Education Project

Rural Special Projects Grant	Funding Period: 1990-93
Director: Dana Russell	Telephone: (602) 724-3311
Fiscal Agency: Navajo Community College (Tsaile, AZ)	Grant No.: H029J00063

TARGET OF TRAINING: Professionals and paraprofessionals in special education and rehabilitation who are employed throughout the Navajo Nation (reservation).
TRAINING PROGRAM: The focus of the project will be on delivering training to a rural field population at the Associate of Arts (A.A.) and Bachelors (B.A.) degree levels. A secondary focus will be to provide technical support to seven rural sites scattered throughout the Navajo Nation. Training activities will be designed to maximize participation of a cross-section of reservation-based paraprofessionals and professionals, and will enable participants to study part-time while continuing to be employed full-time. Both the academic curriculum and the technical support will focus on preparing personnel to provide services to infants and toddlers with handicaps. Project activities will be carried out jointly by Navajo Community College, Navajo Vocational Rehabilitation Program, and the University of Arizona. Navajo Community College will offer developmental courses to provide paraprofessionals with a bridge to their college studies, as well as formal A.A. degree tracks. The University of Arizona will provide distant delivery courses at the B.A. level for majors in rehabilitation and special education. The Navajo Vocational Rehabilitation Program will provide technical assistance in the forms of workshops, seminars, and other activities designed to upgrade reservation-wide vocational rehabilitation and special education services. Culturally appropriate topics will be included in these workshops to address issue and needs of the target population.

Field-Centered Preparation of Teachers in Early Childhood Education of the Handicapped and Severe Multiple Handicaps

Rural Special Projects Grant	Funding Period: 1990-93
Director: Earle Knowlton	Telephone: (913) 864-4154
Fiscal Agency: University of Kansas (Lawrence, KS)	Grant No.: H029J00040

TARGET OF TRAINING: Teacher trainees at the graduate level.
TRAINING PROGRAM: The goal of the project is to reduce the shortage of teachers in the areas of early childhood education of the handicapped and severe multiple handicaps in rural Kansas by providing a program of recruitment and training in participants' home communities. Coursework which normally would be taken on campus will be available to trainees in their home community through nontraditional delivery systems, such as compressed two-way interactive video telecommunication and adjunct instructional support via computer-assisted instruction and teleconferencing. Another project activity is the identification and strengthening of local classroom programs to provide high-quality field-based experiences. The project will work in collaboration with other Kansas colleges and universities geographically proximate with each training site to facilitate certification and degree programs for participants. Training content will involve coursework in early childhood education of the handicapped and severe multiple handicaps necessary for provisional certification in Kansas which is not available from other institutions of higher education.

Training Rural Educators in Kentucky (TREK)

Rural Special Projects Grant — Funding Period: 1989-92
Director: John Schuster — Telephone: (606) 257-8594
Fiscal Agency: University of Kentucky (Lexington, KY) — Grant No.: H029J90010

TARGET OF TRAINING: Masters-level students with undergraduate degrees in special education and related fields (e.g., family studies, social work, recreational therapy, psychology).
TRAINING PROGRAM: The project will provide graduate level programs in Early Childhood Special Education and Severely/Profoundly Handicapped designed to meet the needs of educators in rural areas of Appalachia Kentucky. Training is designed to prepare preservice personnel from a variety of fields to teach infants, toddlers, children, and youth with developmental disabilities who reside in rural areas. The programs will meet the requirements of existing programs at the University of Kentucky, but instruction will occur during fall and spring semesters in rural sites located at least 75 miles from Lexington. During the summer sessions, students will have the option of enrolling in courses on-campus or off-campus. The focus of the training program is on providing educational services in rural areas to children with developmental disabilities. Coursework and practica are designed for students in rural areas. In addition, a new course in Special Education Service Delivery in Rural Areas will be offered.

Preparing Early Intervention Personnel to Work in Rural Areas

Rural Special Projects Grant — Funding Period: 1990-93
Director: Jane Squires — Telephone: (503) 346-3568
Fiscal Agency: University of Oregon (Eugene, OR) — Grant No.: H029J00053

TARGET OF TRAINING: Graduate-level students in early childhood special education.
TRAINING PROGRAM: The project will offer a rural training program to prepare personnel to serve infants and young children with special needs and their families in rural communities. Training is designed to develop competencies in infant and child development, families, program management, professional development, and service delivery. One core course (3 credit hours) will be offered each term at a rural training site in Oregon, in addition to 4 hours of practicum. A different coursework site will be chosen for each of the project's three years. Practica will be at the current job placements for trainees who are employed, and at local community early intervention programs for trainees who are not employed in early intervention programs. The practicum supervisor will visit sites bi-monthly to supervise training and guarantee a link between coursework and practica. Instructors from the University of Oregon and the practicum supervisor will travel to community sites to conduct coursework 12 hours per month. Distance training techniques are available for additional contact with instructors and the practicum supervisor. A three-quarter interdisciplinary issues seminar (1 credit hour each term) also will be offered to provide students with the opportunity to learn about the roles/responsibilities of medical and allied health professionals and about transdisciplinary and interagency approaches in early intervention. Trainees will have the option of attending the University of Oregon in the summer for additional classes towards a master's degree and/or special education certification.

Preparation of Personnel to Work in Rural Areas

Rural Special Projects Grant	Funding Period: 1990-93
Director: Lana Svien-Senne	Telephone: (605) 677-5311
Fiscal Agency: University of South Dakota (Vermillion, SD)	Grant No.: H029J00041

TARGET OF TRAINING: Special educators, early childhood educators, speech-language pathologists, educational psychologists, occupational therapists, and physical therapists at the graduate level.
TRAINING PROGRAM: The project will offer a preservice interdisciplinary training program to prepare personnel to serve children, birth through age 2 years, who are at risk and their families. The population served will be 75% Native American. Trainees from within the Three Rivers Cooperative in South Dakota who have not had infant experience will be selected for the preservice training program. In order to release the trainees from their respective places of employment, the school district will be paid a stipend to cover the cost of a substitute; individual trainee travel costs will be covered. Training will focus on the knowledge and competencies necessary to address the needs of infants and toddlers with disabilities. An individualized training plan will be devised for each trainee and a primary disciplinary supervisor will be assigned. Trainees will receive a minimum of one full day of on-site training per month, based on the school calendar, and will complete practicum experiences between monthly training days. Trainees will function as members of an interdisciplinary evaluation and treatment team. In addition, trainees may opt for enrollment in an accredited graduate course, SPED 681, Workshop in Infant and Toddler Education, at the University of South Dakota. Continuing education credit is available. Trainees who complete the program will be awarded certificates.

Training of Personnel to Serve Infants and Young Children with Visual and Other Handicaps in Rural Areas

Rural Special Projects Grant	Funding Period: 1990-93
Director: Virginia Sowell	Telephone: (806) 742-2184 or -2345
Fiscal Agency: Texas Technological University (Lubbock, TX))	Grant No.: H029J00027

TARGET OF TRAINING: Graduate-level students who wish to become teachers of blind/multihandicapped infants and children in their own rural area.
TRAINING PROGRAM: The project will offer a training program to prepare personnel within their home communities to work with young children with visual impairments. Project faculty will travel to educational service centers in rural areas to provide a series of classes. Training will address developing skills in infant intervention, deficit vision remediation techniques, bilingual/multicultural education, and parent counseling and intervention; incorporating consultative and liaison skills for working with personnel form other disciplines; and using interdisciplinary teams in training and service delivery in rural, largely bilingual areas. A special courses on parental involvement also will be offered, with emphasis on working with Hispanic and Black parents. Students will have the opportunity to participate in two practica (one with early childhood professionals, and one in a home-based setting with parents). Liaison with rural community education and social welfare personnel will be stressed. Students will develop a resource manual for each of the regions in which they work, listing regional, state, and national resources for multihandicapped, blind infants and children and their families. The program lasts approximately two and one-half years and leads to the deficit vision and early childhood education for the handicapped credential.

Preparation of Personnel in Speech-Language Pathology to Work with Infants, Toddlers, Preschoolers, and School-Aged Children

Rural Special Projects Grant	Funding Period: 1990-93
Director: Cheryl Pritchard	Telephone: (304) 293-4242
Fiscal Agency: West Virginia University (Morgantown, WV)	Grant No.: H029J00009

TARGET OF TRAINING: Graduate-level students in speech-language pathology.
TRAINING PROGRAM: The project will provide direct academic and clinical preservice training to prepare speech-language pathologists to work with children with special needs in remote/rural areas. The isolation often experienced by rural practitioners necessitates comprehensive academic and clinical preservice training experiences to adequately prepare them to meet the unique challenges of working in rural areas. Students will be required to take two rural seminars and to spend one semester in a selected rural externship placement. Student externs also will participate in recruitment activities to help their respective counties fill vacancies, and will complete an individualize project designed to help develop competencies in working with infants, toddlers, preschoolers, and school-age children with special needs. Training will lead to a master's degree and certification. The project will provide cooperative and consultative programs to assist rural special education administrators in recruiting and retaining speech-language pathologists. The project also will develop and implement a dissemination network component to facilitate the exchange of information among professionals across the country who are involved in providing speech-language pathology services in rural areas.

CIRCLE: Comprehensive Interdisciplinary Research-Centered with Laboratory Emphasis Approach to Early Childhood Special Education

Special Educators Grant
Director: Martha Cook
Fiscal Agency: University of Alabama (Tuscaloosa, AL)

Funding Period: 1989-92
Telephone: (205) 348-7931
Grant No.: H029B90206

TARGET OF TRAINING: Students holding undergraduate degrees in early childhood special education, early childhood education, social work, nursing, human development, school psychology, and communication disorders; fifth-year program students; and nondegree teachers in Head Start centers.

TRAINING PROGRAM: The project will develop a training program to prepare early childhood special education teachers and service providers in related disciplines to meet the needs of young children with or at risk for disabilities and their families. The program will provide interdisciplinary training through incorporation of early childhood special education course content into the curriculum of nursing, social work, human development, school psychology, early childhood education, and communication disorders; practica experiences in early childhood special education settings for students in related disciplines; and an interdisciplinary seminar. Each semester a master early childhood special education teacher will be recruited to work with students at practicum sites and to assist in course instruction. Field-based courses will be offered for employed teachers who are not properly certified for early childhood special education. The program will admit both fulltime and parttime students. Coursework is designed so that full-time students can complete the program in two years.

The Adaptive Parent and Child Program (A-PACE)

Special Educators Grant
Director: Jeanne McCarthy
Fiscal Agency: University of Arizona (Tucson, AZ)

Funding Period: 1990-93
Telephone: (602) 621-3248
Grant No.: H029B00058

TARGET OF TRAINING: Undergraduate and graduate students in education. Emphasis will be placed on recruiting minorities, particularly Black, Hispanic, and Native American.

TRAINING PROGRAM: The project will develop programs to prepare early interventionists, early childhood special and regular teachers, and education specialists to serve young children across a broad range of competency levels, including handicapped, developmentally delayed, and at-risk children as well as normally developing children integrated into programs with special needs children. Students will select an area of emphasis across the age range from birth to age 8 years, specializing in infants/toddlers (0 to 2), preschool (3 to 5), or primary (5 to 8), and across competency levels. Training will address integrating children in existing programs, such as Head Start, day care, private preschools, newly authorized public preschools, and primary special education programs. Emphasis will be placed on the growing need for specialists at the baccalaureate level in the rural Southwest and on cultural sensitivity. Teachers will be prepared at the baccalaureate and master's levels, and supervisors at the educational specialist level. The program will emphasize the role of parents and families, and will include elements that are designed to meet the critical needs of the Southwest region and the field of early childhood special education. The need for personnel in School Psychology, Guidance and Counseling, Speech Pathology, Health Related Sciences, and Child Development and Family Relations to extend their expertise to infants and toddlers and to children with disabilities and their families will be addressed through workshops, special study institutes, and specialized minors.

Early Childhood Education--Hearing Impaired

Special Educators Grant	Funding Period: 1989-93
Director: Shirin Antia	Telephone: (602) 621-3214
Fiscal Agency: University of Arizona (Tucson, AZ)	Grant No.: H029B90106

TARGET OF TRAINING: Masters-level students in speech-language sciences.
TRAINING PROGRAM: The program will prepare master teachers who will specialize in working with children with hearing impairments in one of the following areas: education of multihandicapped hearing-impaired children; early childhood education; education of minority children from non-English speaking backgrounds; and elementary education with a reading/writing instruction emphasis. All students will complete a professional core of courses, as well as an elective specialization. Practicum requirements will be tailored to allow each student to meet the competencies required in the area of specialization.

Training Project in Speech and Language Learning Disabilities

Special Educators Grant	Funding Period: 1989-92
Director: Thomas Hixon	Telephone: (602) 621-1644
Fiscal Agency: University of Arizona (Tucson, AZ)	Grant No.: H029B90001

TARGET OF TRAINING: Masters-level students in speech-language pathology.
TRAINING PROGRAM: The project will develop a training program to prepare speech-language pathologists to serve communicatively handicapped children within the public schools and in various children's service agencies. Students will complete a core curriculum and clinical experiences. The program has two components: expanded training in school-oriented services directed toward communicatively handicapped children, ages 3 to 21 years; and a new component directed toward toddlers, age 18 months to 3 years, who are at risk for speech-language disorders. Clinical training is provided in the speech-language clinic on campus, and in local school districts, hospitals, and children's agencies. Within the school-oriented component, the program has established a schools coordinator who meets with students during their school rotation to provide clinical instruction time addressing such areas as consultation, instrumental technology in the schools, and basic competencies. The two-year program leads to a Master of Science degree in Speech-Language Pathology.

Training Special Educators for Visually Impaired Preschool Children

Special Educators Grant	Funding Period: 1990-93
Director: Dan Head	Telephone: (602) 621-7822
Fiscal Agency: University of Arizona (Tucson, AZ)	Grant No.: H029B00099

TARGET OF TRAINING: Graduate students who will be certified to work with visually impaired preschool and school-age children upon completion of their master's degree program. Preference will be given to early education and elementary education majors.

TRAINING PROGRAM: The project will develop a two-year, 52-semester-hour program to address the need for certified teachers to meet the needs of preschool children with visual impairments. Training will combine academic coursework and practical experience. Coursework will be taught through the special education and rehabilitation divisions. Students will be required to complete at least 16 hours of practica and internships. These practica and internships will be conducted at a variety of sites, including private and state centers, and home-based and education-based programs. Training will lead to a master's degree in special education.

Master's Degree in Special Education with Emphasis in Early Childhood Special Education

Special Educators Grant	Funding Period: 1989-92
Directors: Stephen Rock & Mary Pelt	Telephone: (501) 569-3422 or -3054
Fiscal Agency: University of Arkansas (Little Rock, AR)	Grant No.: H029B90316

TARGET OF TRAINING: Masters-level students in early childhood special education.

TRAINING PROGRAM: The program will develop a new Early Childhood Special Education master's degree program to prepare teachers and infant interventionists to meet the needs of children with disabilities, birth through age 5 years, and their families. The 36-credit-hour program will emphasize the importance of transdisciplinary teaming, broad-based training, and integrated services. Courses will be taught by faculty from a variety of disciplines. Internship and practicum sites will offer students the opportunity to observe and participate in a range of service delivery settings, from center-based specialized instructional programs to regular day care centers and home-based programs. Students will be expected to demonstrate competency as a team member, family facilitator, evaluator, instructor, and professional.

Preparation of Special Educators--Early Childhood

Special Educators Grant
Director: William Chance
Fiscal Agency: Arkansas State University (State University, AR)

Funding Period: 1989-92
Telephone: (501) 972-3061
Grant No.: H029B90201

TARGET OF TRAINING: Early childhood special educators at the master's level.
TRAINING PROGRAM: The project will develop a masters-level training program to prepare early childhood special educators to meet the needs of children, birth to age 5 years, with disabilities. The program will offer a competency-based course of study emphasizing the skills needed for trainees to assume roles as multidisciplinary team members, instructors, and evaluators. Content is based on current theory in the area of early childhood special education and on state standards for personnel preparation. Practicum placements will offer students experiences in multidisciplinary settings with children and their families, with special emphasis on practicum sites that successfully integrate handicapped children with their nonhandicapped peers. Students will be evaluated on gains in knowledge and skill competencies as delineated in the program.

Early Childhood Special Education

Special Educators Grant
Director: Marci Hanson
Fiscal Agency: San Francisco State University (San Francisco, CA)

Funding Period: 1989-92
Telephone: (415) 338-1630
Grant No.: H029B90243

TARGET OF TRAINING: Persons employed in or being transferred to early childhood special education employment settings who wish to receive additional training; and students attending a specialist training program (e.g., special education, communication disorders, nursing, social work) who wish to receive additional early childhood special education training.
TRAINING PROGRAM: The project will create a preservice training program which allows students to receive a certificate in Early Childhood Special Education with an emphasis in one of three areas: infant intervention, preschool intervention, or family services. The program provides interdisciplinary and competency-based training, including academic study, field experiences, and an internship. The curriculum focuses on working within a family context with young children, birth to age 5 years, who are disabled or at risk for developmental delay. Areas of competency include typical and atypical development, assessment and evaluation of young children, intervention planning and implementation, and family involvement and education. Graduates will be prepared to work in various settings, such as public schools, private schools and centers, hospitals, homes, and follow-up clinics.

Early Childhood Special Education Master's Program

Special Educators Grant — Funding Period: 1989-94
Director: Melvyn Semmel — Telephone: (805) 961-4562 or -4273
Fiscal Agency: Graduate School of Education, University of California (Santa Barbara, CA) — Grant No.: H029B90191

TARGET OF TRAINING: Masters-level students in early childhood special education.
TRAINING PROGRAM: The project will develop a competency-based, field-based master's degree program to prepare early childhood special education teachers to serve preschool children with mild, moderate, and severe disabilities, and their families. The program provides students with a research-directed environment within which they obtain their teaching competencies. Students will be trained in a well-developed, competency-based model emphasizing child development and the needs of families. Training follows a sequential series of instructional hierarchies that move the student from coursework, where theoretical knowledge is gained, to the Teacher Education Laboratory, where practical applications are made in a controlled setting, and, finally, to practicum sites, where students apply their skills in the field. Field sites represent a full continuum of options for preschool-age children and their families.

Early Intervention Specialist Training

Special Educators Grant — Funding Period: 1990-93
Director: Ruth Cook — Telephone: (408) 554-4301 or -4434
Fiscal Agency: Santa Clara University (Santa Clara, CA) — Grant No.: H029B00211

TARGET OF TRAINING: Graduate-level students from education, physical therapy, nursing, speech therapy, and social work; and non-masters students, such as physical therapy aides, seeking certification in early intervention skills. Emphasis will be placed on minority recruitment.
TRAINING PROGRAM: The project will prepare personnel as Early Intervention Specialists to serve young children with disabilities and their families. Training will follow a family-centered, team-oriented, family systems approach. The core of the program will be 24 units of multidisciplinary coursework and practica, emphasizing early intervention but with a heavy birth-to-age-5 component. Students will participate in supervised practica experiences in infant, preschool, and family-based settings. For graduate students, training will lead to a master's degree in Marriage, Family and Child Counseling. Training for all students will provide the necessary competencies to work as Early Intervention Specialists in a variety of settings. Consultants will assist in developing effective minority recruitment and retention techniques.

Training Adaptive Physical Educators to Serve Children Ages 3-5

Special Educators Grant	Funding Period: 1990-93
Director: Donald Chu	Telephone: (916) 898-6373
Fiscal Agency: California State University (Chico, CA)	Grant No.: H029B00229

TARGET OF TRAINING: Undergraduate students in adapted physical education.
TRAINING PROGRAM: The project will expand the focus of the undergraduate Adapted Physical Education Program (APEP) to address the needs of preschool-age children with special needs. Adapted physical education is a comprehensive service system designed to identify and ameliorate problems within the psychomotor domain. Services include a) psychomotor assessment and evaluation, b) individualized educational programming, c) prescriptive teaching, d) counseling, and e) coordination of related services and resources. The APEP curriculum is designed in accordance with recognized competencies, and emphasizes both theoretical and practical experiences. The program will combine physical education courses and augmented courses, including internships (field work), principles of methods (methods of working with the physically challenged), and perception of motor requirements/imitation skills. Many courses will be interdisciplinary. With the proposed additions to faculty, curriculum, and practicum experiences, coupled with incentives designed to increase the quality and quantity of students enrolled in adapted physical education, this program will prepare leadership personnel to plan, assess, prescribe, implement, and evaluate instruction in the psychomotor domain. Successful completion of this preservice training program will enable graduates to meet the unique social, emotional, and physical needs of handicapped children from age 3 years to adulthood.

Family Focused Training for Early Childhood Special Educators

Special Educators Grant	Funding Period: 1989-92
Director: Harriet Able-Boone	Telephone: (303) 556-2717
Fiscal Agency: University of Colorado (Denver, CO)	Grant No.: 029B80196

TARGET OF TRAINING: Graduate students with backgrounds in early childhood special education or psychology.
TRAINING PROGRAM: The program will offer a family-focused, interdisciplinary training program to prepare teachers to work with young children with disabilities, birth through age 5 years, and their families. The program offers a competency-based, 46-credit-hour master's degree program with a focus on families. The curriculum includes three courses which provide in-depth study of families, and field-based experiences at six community-based, family-focused practicum sites. Fulltime enrollment is required, and students will be expected to complete master's degree and certification requirements in three semesters. Student progress toward fulfilling performance competencies will be monitored. As a result of the training program, students will function as family specialists serving young handicapped children and their families in a variety of settings, including homes, centers, clinics, hospitals, child care programs, and public schools.

Preparation of Infant Specialists

Special Educators Grant
Director: Harriet Able-Boone
Fiscal Agency: School of Education, University of Colorado (Denver, CO)

Funding Period: 1989-92
Telephone: (303) 556-4854
Grant No.: H029B90102

TARGET OF TRAINING: Masters-level students in early childhood special education and school psychology.
TRAINING PROGRAM: The project will offer a competency-based Infant Specialist training program for early childhood special educators and school psychologists to work with infants with or at risk for developmental disabilities, and their families. The interdisciplinary program will integrate courses from early childhood special education, early childhood education, school psychology, and nursing. In addition, the professional disciplines of speech-language therapy, occupational therapy, physical therapy, and social work will be involved in course content and field experiences. Students will enroll in four specialized courses providing an in-depth study of infants and families, and field-based experiences in at least two sites. The program will offer students opportunities for collaboration with the health community in order to provide enhanced training to meet the needs of infants with serious medical needs. Scheduling of courses and field work will be designed to meet the needs of a mature, primarily parttime, student population.

Preparation of Speech-Language Pathologists for Early Childhood Settings

Special Educators Grant
Director: Susan Moore
Fiscal Agency: University of Colorado (Boulder, CO)

Funding Period: 1990-93
Telephone: (303) 492-5284
Grant No.: H029B00002

TARGET OF TRAINING: Graduate-level students in speech-language pathology.
TRAINING PROGRAM: The project is designed to recruit and prepare speech-language pathologists to provide early intervention services to children, ages 3 to 6 years, with identified communication needs, and their families. The project will coordinate existing coursework and practica into a comprehensive training plan to address the needs of early intervention settings. The existing training opportunities will be enhanced by the establishment of off-campus practica sites in integrated, community-based preschools and child care centers that provide experiences in interagency collaboration and classroom consultation. Trainees will acquire the competencies necessary to work effectively with young children who have speech, language, and hearing needs and their families, in early childhood settings. The project will facilitate appropriate employment for graduate. Project effectiveness will be evaluated by assessment of recruitment effectiveness; numbers of students trained; student competency development; impact on children, families, and community-based programs; and employment trends of graduates.

Childhood Hearing Impairment Program (CHIP)

Special Educators Grant — Funding Period: 1991-94
Directors: Antonia Maxon, Marion Cohen, & Jacqueline Sachs — Telephone: (203) 486-3166
Fiscal Agency: University of Connecticut (Storrs, CT) — Grant No.: H029B10026

TARGET OF TRAINING: Graduate-level students with baccalaureate degree in speech-language pathology/audiology or related fields.
TRAINING PROGRAM: The project will offer a graduate program to train audiologists to deal with issues relating to infants, toddlers, and preschoolers (birth to age 60 months) with hearing impairments. The focus is on early identification and management of hearing impairment. Students will learn skills in providing both aural rehabilitation and diagnostic services. Coursework will address such areas as normal auditory processing, infant development, language acquisiton, infant hearing and its assessment, management of the hearing impairment and its concomitant communication disorders, the impact of hearing impairment on the family, and team participation. Other coursework will prepare students to interact with families from culturally diverse backgrounds. Students also will complete 350 hours of clinical practica which will involve audiology assessment. Settings include private practice, public schools, hospitals, and the University of Connecticut's clinic for severe hearing problems/oral rehabilitation. An extra year of training will be required for students without undergraduate preparation in audiology. Training leads to an M.A. in Audiology.

Interdisciplinary Infant Specialist Certification Program

Special Educators Grant — Funding Period: 1989-92
Director: Joan Brinkerhoff — Telephone: (203) 679-2676
Fiscal Agency: UCONN Health Center (Farmington, CT) — Grant No.: H029B90096

TARGET OF TRAINING: Graduate-level personnel in special education, nursing, speech/language pathology, occupational therapy, physical therapy, and school psychology, who are employed in infant intervention programs in Connecticut.
TRAINING PROGRAM: The training program will focus on the acquisition of skills necessary to provide services to infants with special needs. Students will be placed in interdisciplinary teams (eight students per team) during training. Coursework will be provided in weekly sessions across two semesters, and will be delivered in six modules: Families, Medical Management, Physical Management, Education and Communication, Transdisciplinary Teaming, and Service Delivery. Specific thematic content will cut across the areas of family systems and transdisciplinary teaming. Students will complete a supervised practicum within their infant program, and will spend time working with children in the Step-Down Nursery (a setting which follows neonatal intensive care unit). Competency tasks will provide one measure of program effectiveness. Completion of coursework and practicum will lead to an infant studies certificate.

Teacher Preparation in Education of Hearing Impaired and Multihandicapped Hearing Impaired

Special Educators Grant	Funding Period: 1989-92
Director: Robert Mobley	Telephone: (202) 651-5530
Fiscal Agency: Gallaudet University (Washington, DC)	Grant No.: H029B90114

TARGET OF TRAINING: Masters-level students in deaf education.
TRAINING PROGRAM: The project will offer preservice preparation for teachers of the hearing-impaired and the multihandicapped hearing-impaired. The teacher preparation program offers a two-year master's degree sequence of coursework and practicum in education of the hearing-impaired, with five specialization areas: parent-infant, early childhood, elementary, secondary, and multihandicapped hearing-impaired. The specialization courses (52-59 semester hours) focus on the development of competencies in areas such as simultaneous (manual/oral) and auditory-oral communication, language development, curriculum and methodology, assessment, and advanced educational foundations. Trainees engage in four periods of supervised field-based practica in a range of settings. Graduates are prepared to teach hearing-impaired and multihandicapped hearing-impaired in a spectrum of day and residential settings, with a variety of instructional arrangements (e.g., self-contained classes, resource rooms, mainstreamed settings, itinerant teaching).

Transdisciplinary Approach to Training Speech-Language Pathologists to Provide Services to Infants, Toddlers and Their Families

Special Educators Grant	Funding Period: 1990-93
Director: Norma Anderson	Telephone: (202) 806-6990
Fiscal Agency: Howard University (Washington, DC)	Grant No.: H029B00076

TARGET OF TRAINING: Graduate-level students in speech-language pathology.
TRAINING PROGRAM: The project will design a program to provide specialized training for speech-language pathologists based on a transdisciplinary approach, a process in which team members exchange knowledge and skills across disciplinary boundaries. Students will receive masters-level training in speech-language pathology, with additional academic and clinical competencies in the areas of Early Language Development and Disorders, Parenting the Handicapped Child, Family and Child Services, and Neurodevelopmental Treatment, all focused on the birth-to-3 population. This training approach is characterized as transdisciplinary since some of these areas are not included in traditional programs in speech-language pathology, but are components of other disciplines. Another feature of the project is related to direct clinical services. In addition to 100 clock hours of specialized clinical practicum with infants above the usual requirements, students will plan and implement an ongoing parent support group for families of infants and toddlers with disabilities. The project is designed to produce speech-language pathologists with specific competencies needed to deliver early intervention services to communicatively handicapped infants and toddlers, and their families.

Early Childhood Special Needs--Master's Degree Program

Special Educators Grant — Funding Period: 1990-94
Director: Liz Rothlein — Telephone: (305) 284-3826
Fiscal Agency: University of Miami (Coral Gables, FL) — Grant No.: H029B00163

TARGET OF TRAINING: Early childhood teachers, special education teachers, and other personnel with backgrounds in child development and education who are interested in teaching young children with special needs. Efforts will be made to attract students from typically underrepresented populations.
TRAINING PROGRAM: The project will develop a multidisciplinary specialized training program in early childhood special education. The objectives are threefold: 1) to prepare masters-level students to serve as highly skilled early childhood special education teachers; 2) to improve the skills of teachers, currently employed in classes for young children with disabilities, who lack appropriate training or certification; and 3) to prepare teachers pursuing regular early childhood certification in aspects of identifying, assessing, and intervening with young children with disabilities. Course content will address normal child growth and development, early childhood, and early childhood special education. Students will complete an internship which will occur during two full-time, six-week placements in two different centers. In addition to internship placements, students will be involved in observation/participation for a minimum of 90 hours in a variety of sites serving young children with a range of handicapping conditions (excluding centers where the primary handicapping condition is sensory impairment), as well as preschools for nonhandicapped children. The program is a collaborative effort among the School of Education, the Mailman Center for Child Development, Dade County Schools, and several private agencies providing services for young children with special needs.

Preschool Personnel Program: An Interactional Training Project

Special Educators Grant — Funding Period: 1990-93
Director: Vivian Correa — Telephone: (904) 392-0701
Fiscal Agency: University of Florida (Gainesville, FL) — Grant No.: H029B00270

TARGET OF TRAINING: Graduate-level students in early childhood special education; and teachers seeking certification for preschool handicapped.
TRAINING PROGRAM: The project will establish a preservice training program to prepare specialists to provide, design, and/or supervise least restrictive, developmentally appropriate, early intervention programs for preschool children, age 3 through 5 years, who have handicaps. The training program integrates the fields of early childhood education and special education within an interactional training model that emphasizes the unique characteristics of the population, specialized contexts for intervention, goals of intervention, and the role of the family. Students will receive training in a core of courses in early childhood special education and early childhood, as well as related courses in the areas of communication disorders, psychology, special education, and child development. Competencies for the program are based on recommendations of the Division for Early Childhood of the Council for Exceptional Children. Two training tracks will be offered to program participants. The first track is a master's degree training program in early childhood special education for preschoolers. The program comprises 36 hours of coursework and field-based experiences. The second track is the endorsement training program in preschool handicapped, which offers 18 hours of coursework and field-based experiences to teachers seeking certification in the area of preschool handicapped.

Preservice Graduate Training in Early Childhood Special Education

Special Educators Grant	Funding Period: 1989-92
Director: Mary Frances Hanline	Telephone: (904) 644-4880
Fiscal Agency: Florida State University (Tallahassee, FL)	Grant No.: H029B90249

TARGET OF TRAINING: Graduate students in early childhood special education.
TRAINING PROGRAM: The project will establish a preservice graduate program in Early Childhood Special Education leading either to a master's degree or a university-approved early childhood special education certificate. Specialists trained in this program will be prepared to function in a wide variety of roles and settings serving children, birth to age 5 years, with disabilities or at risk for developmental delay, and their families. The training program is interdisciplinary and competency-based. Competencies are based on the recommendations of INTERACT, the National Committee for Services to Very Young Children, and the Division for Early Childhood of the Council for Exceptional Children. Content areas include typical and atypical development, classroom management and organization, family systems, parent-professional collaboration, administrative and legal issues, interdisciplinary and interagency teaming, physical and medical management, assessment and curriculum, educational foundations, and foundations of early childhood special education. Training combines academic study, field experiences, and an internship. Training is designed to meet the rapidly growing population of Florida and specific service needs of Northwest Florida.

Training Communications Disorders Specialists to Serve Idaho Infants and Toddlers

Special Educators Grant	Funding Period: 1990-94
Director: Thomas Longhurst	Telephone: (208) 236-2204
Fiscal Agency: Idaho State University (Pocatello, ID)	Grant No.: H029B00067

TARGET OF TRAINING: Graduate-level students in speech pathology and audiology.
TRAINING PROGRAM: The project will develop a masters-level training program to prepare Communication Disorders Specialists to meet the needs of infants and toddlers with speech-language-hearing impairments and their families. Project staff will identify and recruit qualified students, train them, and then support them in their initial placement in infant/toddler service environments. Special innovative features of the project include 1) the changing role of the infant/toddler Communication Disorders Specialist (CDS) from direct intervention with clients to indirect intervention through families and aides; 2) the changing focus from speech therapy to cognitive, language, and communication intervention; 3) the increasing focus on the youngest speech/language/hearing-impaired population (birth through age 2 years) in an attempt to prevent or minimize related future problems and to facilitate successful transition into school-based services for the 3-to-5 population; and 4) an increasing focus on multidisciplinary service delivery. The project will offer a specialized workshop on the role of the CDS in development and implementation of the individualized family service plan. Students will be able to select a specialized related area of study in early childhood equal to 12 semester credits. Supervised infant/toddler externship placements will be provided.

Personnel Preparation for Careers in Special Education and Early Intervention Program

Special Educators Grant	Funding Period: 1989-92
Director: Norma Ewing	Telephone: (618) 453-2311
Fiscal Agency: Southern Illinois University (Carbondale, IL)	Grant No.: H029B90155

TARGET OF TRAINING: Masters-level personnel who are currently employed working with preschool populations and who lack specific credentials or hold a baccalaureate degree in special education.

TRAINING PROGRAM: The project will develop a training program to prepare teachers and supervisory staff to work in preschool special education and early intervention programs with preschool children who have or are at risk for disabilities. The project will infuse into the existing special education training program curricular and practicum opportunities that will address "home-based" and "early intervention" programs for preschool children with or at risk for disabilities in southern Illinois. The program of study is spread out over two years. Participants will attend evening classes during regular semesters while on the job, and will be enrolled fulltime during summer session. Both clinical and practicum experiences will be provided, depending on the prior experience and preparation of participants. Participants will develop competencies in such areas as screening, assessment, remedial planning, and home-based intervention programs.

Preparation of Early Childhood Special Education Administrators and Supervisors

Special Educators Grant	Funding Period: 1990-93
Director: Merle Karnes	Telephone: (217) 333-4890
Fiscal Agency: University of Illinois (Champaign, IL)	Grant No.: H029B00208

TARGET OF TRAINING: Outstanding teachers in early childhood special education programs throughout Illinois who have had at least three years of teaching experience and are interested in obtaining training to become an administrator or supervisor of early childhood special education programs.

TRAINING PROGRAM: The project will train administrators and supervisors for early childhood special education programs through academic study and practicum experiences. Trainees will be expected to develop competencies in (a) communicating with local and state agencies, staff, and parents; (b) identifying, evaluating, and developing resources; (c) administering budgets; (d) developing, implementing, and evaluating programs; (e) recruiting, supervising, and evaluating staff; and (f) coordinating staff development. Both fulltime and parttime students will be admitted to the program. Students' educational backgrounds and experience will be scrutinized carefully in order to enroll students with specialized advanced training in early childhood special education. Many of these students will already hold a Master's Degree in Early Childhood Special Education. Students who enter the program without advanced training will be required to make up identified deficiencies. Students completing the program will receive either a Master's Degree in Education or an Advanced Certificate in Education with emphasis in Administration. Students also will have completed requirements for the Illinois General Administrative or General Supervisory Certificate (Type 75).

Preparation of Personnel to Work with Young Children with Special Needs

Special Educators Grant	Funding Period: 1990-93
Director: Janet Lerner	Telephone: (312) 583-4050
Fiscal Agency: Northeastern Illinois University (Chicago, IL)	Grant No.: H029B00052

TARGET OF TRAINING: Graduate-level students in early childhood special education.
TRAINING PROGRAM: The project will offer training to prepare competent early childhood special educators to provide services for young children with special needs, birth to age 6 years, and their families. Northeastern Illinois University's existing master's degree program, combined with strong and continuing working relationships with agencies that serve the birth-to-6 population, provide the academic and clinical bases essential to an effective program. The curriculum will include basic theoretical knowledge, practical applications, current research, information about demonstration models, and the competencies needed by early childhood special educators. The Chicago metropolitan area offers diverse training opportunities for exemplary practicum experiences and post-graduate placements. Students will develop skills in assessment and intervention, working as members of transdisciplinary teams, and developing exemplary programs for the birth-to-6 population. Training will lead to a Master's Degree in Early Childhood Special Education, with eligibility for Early Childhood Special Education Approval by the State of Illinois. Evaluative data will be collected from trainees, key project staff, other faculty members, advisory board members, practicum supervisors, and employers. The results will be analyzed for formative purposes of project improvement and summative purposes of reporting. Dissemination of information about the project will be conducted at local, state, and national levels.

Preschool Training Grant

Special Educators Grant	Funding Period: 1988-92
Director: Jeanette McCollum	Telephone: (217) 333-0260
Fiscal Agency: University of Illinois (Champaign, IL)	Grant No.: 029B80204

TARGET OF TRAINING: Undergraduate or graduate students in early childhood and early childhood special education.
TRAINING PROGRAM: The training program combines a developmental orientation with systematic teaching technology. The project will offer two options, designed around a common set of standards, which lead to a master's degree and to Approval in Early Childhood Special Education. Option 1 is a BA/MED combination, spanning two undergraduate and one graduate year and culminating in a Master's of Education in Early Childhood Education, Type 02 certification, and Approval in Early Childhood Special Education. Coursework will be integrated across early childhood education and early childhood special education (ECSE), with the majority of advanced courses in ECSE, as well as the ECSE practicum, occurring in the final year. Option 2 offers a one-year graduate program culminating in a master's degree in Early Childhood Special Education. Students who already hold or are eligible for Type 02 or Type 10 certification in Illinois also will obtain Approval in Early Childhood Special Education. Option 1 will be phased out after the second year of the project.

Project BABIES: Best Approaches for Building Skills of Infant Education Specialists

Special Educators Grant	Funding Period: 1989-92
Director: Kathleen Shank	Telephone: (217) 581-5315
Fiscal Agency: Eastern Illinois University (Charleston, IL)	Grant No.: H029B90116

TARGET OF TRAINING: Persons holding fulltime staff positions in early childhood special education programs, who wish to upgrade their professional skills in working with infants and toddlers, birth through age 2 years, with or at risk for handicapping conditions, and their families.

TRAINING PROGRAM: The project will implement a multidisciplinary, competency-based personnel preparation program utilizing a family systems training approach. Students will complete a minimum of 19 semester hours specific to early childhood special education, 6 semester hours in core requirements of the special education department, 8 semester hours in College of Education basic foundation course requirements, and 210 clock hours of intense practicum experiences. The program structure is flexible, allowing students to complete course requirements in either day-long or weekend format and providing practica at sites within the student's regional area. Practica will be individualized via a competency-based needs assessment administered at the beginning of the program. Training leads to a Master of Science in Education degree.

Project CONNECT: Early Childhood Special Education Teacher Education

Special Educators Grant	Funding Period: 1989-93
Director: Kathleen McCartan	Telephone: (515) 294-8957
Fiscal Agency: Iowa State University (Ames, IA)	Grant No.: H029B90172

TARGET OF TRAINING: Undergraduate students in early childhood special education.

TRAINING PROGRAM: The project will augment the existing undergraduate certification program in early childhood special education to prepare personnel to work with young children with disabilities, birth to age 6 years. In addition, it will address the needs of nontraditional, off-campus students by developing and implementing a delivery system to meet the needs of these students. Program requirements include coursework and supervised practica offered off-campus. The project will monitor students' progress towards and completion of certification, and their job placement and performance. Successful completion of the program leads to Endorsement in Early Childhood Special Education from the Iowa Department of Education.

Training of Professional Personnel in Preschool Communication Disorders

Special Educators Grant
Director: John Folkins
Fiscal Agency: University of Iowa (Iowa City, IA)

Funding Period: 1989-92
Telephone: (319) 335-8718
Grant No.: H029B90216

TARGET OF TRAINING: Masters-level students in speech-language pathology.
TRAINING PROGRAM: The project will provide a specialized track within the existing master's degree program in speech-language pathology that focuses on the needs of preschool children with severe communication disorders. Students will complete a minimum of 38 semester hours of coursework and practica over a two-year period. Training will emphasize courses in child language disorders, preschool education, and child development, and at least 12 semester hours of practica in the model classroom. The classroom, which is located at the university, is run and staffed by the Area Education Agency, which coordinates special education for the public school system, and serves as a model of service delivery to preschoolers with communication disorders. During practica, students will act as speech-language clinicians, under the supervision of the training program. Training will lead to a Master of Arts degree in Speech-Language Pathology.

Early Childhood Special Education Personnel Preparation

Special Educators Grant
Director: Nancy Peterson
Fiscal Agency: University of Kansas (Lawrence, KS)

Funding Period: 1990-93
Telephone: (913) 864-4954
Grant No.: H029B00149

TARGET OF TRAINING: Undergraduate and graduate students in early childhood special education; and masters-level professionals from such related disciplines as school psychology, speech pathology and audiology, and occupational therapy who wish to work with children, birth to age 5 years with disabilities.
TRAINING PROGRAM: The project has five goals. Goals 1 and 2 address personnel issues. The project will seek to accelerate recruitment and training of early childhood special education (EC-SPED) certified teachers and related professionals by offering traineeships and providing easier access to coursework and practicum training. EC-SPED certification core courses will be made available through evening classes and short-term, summer courses to noncertified teachers who are employed fulltime. Goal 3 is to develop and implement an undergraduate minor in early childhood special education within the elementary education program, leading to provisional EC-SPED certification as an EC-SPED interventionist for children with disabilities, birth to age 5 years. Goal 4 addresses the need to prepare teachers to deal with children with specific types of disabilities that require more specialized types of management and intervention techniques by offering specializations in (a) infant intervention, (b) medically fragile and severely multiply handicapped children, and (c) deaf and hearing-impaired young children or others with established risk for speech-language disability or delay. Goal 5 is designed to enhance program content by improving, updating and expanding state-of-the-art instructional resources in all content areas addressed in the EC-SPED program.

Pediatric Adapted Physical Education

Special Educators Grant	Funding Period: 1991-94
Directors: Robert Eason & Jo E. Cowden	Telephone: (504) 286-6420
Fiscal Agency: University of New Orleans (New Orleans, LA)	Grant No.: H029B10116

TARGET OF TRAINING: For curriculum theorist training, students with baccalaureate degree in physical education; for PAPE specialist training, students with undergraduate preparation in early childhood, elementary education, physical therapy, occupational therapy, psychology, physical education, or a related field.
TRAINING PROGRAM: The project offers masters-level preservice training to prepare practitioners to provide physical education services to exceptional children, birth to age 2 years. Louisiana has an extensive adapted physical education program for children age 3 to 5 years. Two training options are offered, both leading to the M.Ed. in Physical Education. Students training to be curriculum theorists will complete the traditional PE core curriculum, plus 9 to 12 hours of coursework in adapted physical education, a 3-hour practicum, and an independent study dealing with special populations. An additional course, Pediatric Adaptive Physical Education, is optional. Students training to be PAPE specialists also will complete the core curriculum in physical education, but much of their training will be individualized to build on their specific backgrounds and prepare them as motor developmentalists. This will include transdisciplinary coursework in special education, early childhood, developmental psychology, and pediatric adapted physical education, as well as practica and internships in public and private settings working with infants and toddlers on motor development. The PAPE program also leads to in-house certification.

Five-Year Preservice Preparation Program in Special Education

Special Educators Grant	Funding Period: 1990-95
Director: Lani Florian	Telephone: (301) 405-6486
Fiscal Agency: University of Maryland (College Park, MD)	Grant No.: H029B00198

TARGET OF TRAINING: Undergraduate and graduate students in early childhood special education.
TRAINING PROGRAM: The project will implement and evaluate a five-year preservice training program that offers quality practica experiences and opportunities for learning specialized skills. Students will enter the university as pre-special education majors and spend the first four semesters in coursework selected to provide an understanding of basic psychological and sociological principles, knowledge of normal human behavior and development, and statistical procedures, as well as introductory level coursework and practicum experiences in special education. During the fifth and sixth semesters, special education majors are provided with generic special education coursework and practica experiences. The final four semesters are spent in intensive coursework and practica specific to one of four specialty areas: 1) Education of Students with Severe Handicaps, 2) Early Childhood Special Education, 3) Education of Students with Educational Handicaps, and 4) Secondary and Transition Special Education. Students may take up to 12 hours of coursework in early childhood that may be applied toward undergraduate and graduate degrees. The program includes a strong research component and intensive fieldwork. Students may complete the master's degree in five years (ten semesters) by entering as first-year undergraduates.

Master's Program in Early Childhood Special Education

Special Educators Grant	Funding Period: 1989-94
Director: Paula Beckman	Telephone: (301) 454-2118
Fiscal Agency: University of Maryland (College Park, MD)	Grant No.: H029B90315

TARGET OF TRAINING: Masters-level students in early childhood special education.
TRAINING PROGRAM: The program will prepare students to work with mildly, moderately, and severely handicapped children, birth through age 5 years, in a variety of educational environments. Training is provided through a combination of coursework, intensive field placements, a master's thesis, and related experiences. Topics addressed include early childhood development and the divergences that result from handicapping conditions; assessment of child development and needs; distinctions in the programming needs of different age groups (infants, toddlers, preschoolers); and development of appropriate interventions. Personnel will be prepared to establish and maintain data-based instructional programs; work with a variety of support personnel (e.g., physical therapists, physicians, speech therapists); work directly with parents; and serve as case managers, as needed. Options within the program allow students to emphasize particular areas of expertise.

Pediatric-Educational Audiology (PEA) Training Program

Special Educators Grant	Funding Period: 1990-93
Director: E. Harris Nober	Telephone: (413) 545-3636 or -0131
Fiscal Agency: University of Massachusetts--Amherst (Amherst, MA)	Grant No.: H029B00241

TARGET OF TRAINING: Graduate-level students in audiology, with undergraduate background in audiology and speech pathology.
TRAINING PROGRAM: The project will expand the training program in audiology to include additional coursework and sustained off-campus practicum experiences at selected educational and health care institutions with infant and early childhood programs. Some trainees will be recruited to initiate training in their senior year. Trainees will develop the standard skill base of an ASHA-certified audiologist specialized competencies to serve infants, toddlers, and their families during the formative years. Objectives are for trainees to develop 1) diagnostic skills employing the latest central auditory test instruments, including neurophysiologic brainstem and other electrophysiologic assessment techniques; 2) early intervention treatment strategies, including rationale, short- and long-range objectives, alternative educational prototypes, and high-technology innovations; 3) interactive skills to maintain rapport with patients, families, teachers, and other professionals; 4) management skills to prepare treatment scheduling, long-range timelines, access funding sources, administrative resourcefulness, and client accountability; 5) professional characteristics, including ethical standards, knowledge of state and federal laws, and knowledge of current literature; 6) clinical and research application of current technology; and 7) independence as a professional.

Preservice Training for Masters-Level Speech-Language Pathologists to Work in Early Intervention

Special Educators Grant	Funding Period: 1990-93
Director: Margaret Lahey	Telephone: (617) 578-8732
Fiscal Agency: Emerson College (Boston, MA)	Grant No.: H029B00240

TARGET OF TRAINING: Graduate-level students in speech-language pathology.
TRAINING PROGRAM: The project will prepare speech-language pathologists to serve preschool children who have communication handicaps or are at risk for learning problems. Specific objectives are for trainees to 1) provide family-centered services, including assessing family needs; 2) assess communication development; 3) provide direct coordinated services to children and families; 4) determine the need for and provide compensatory intervention; 5) identify preschool children who are at risk for school language/learning problems; 6) work as a member of an interdisciplinary team; and 7) provide inservice training to speech-language pathologists and other professionals in early intervention relative to assessing and facilitating communication development. The program will include coursework, a series of experience components, and supervised practica. Specialized coursework will address family systems, early communication development, describing developmental changes and inferring the systems underlying them, augmentative communication systems, and interdisciplinary aspects of early intervention. Students will complete 12 experience components, including analyzing family systems, planning an alternative communication system for a child, observing and working within interdisciplinary settings, assessing early communication development in a language-disordered child, facilitating communication development within early intervention settings, presenting an inservice training program, and screening preschool children for communication handicaps.

Preparing Dually Trained Teachers for Visually Handicapped Learners--Early Childhood Emphasis

Special Educators Grant	Funding Period: 1989-93
Director: Lou Alonso	Telephone: (517) 355-1871
Fiscal Agency: Michigan State University (East Lansing, MI)	Grant No.: H029B90059

TARGET OF TRAINING: Masters-level students in education of the visually impaired.
TRAINING PROGRAM: The project will offer preservice training to prepare teachers to serve the needs of blind and visually handicapped infants, toddlers, children, and youth. The project is designed to provide students with multiple competencies and certifications, so that they may teach a broad range of visually handicapped learners having a wide range of needs and abilities. Students will enroll fulltime in a program leading to a master's degree in education of the visually handicapped. Each student will further specialize in one of the following emphases: early childhood, orientation and mobility, or deaf-blind or otherwise severely multi-impaired, visually handicapped learners. Competency-based objectives will be evaluated using an Advisory Panel Evaluation Model. Regional and national cooperation with state departments of education and with local public and residential schools is an important consideration of the program.

Interdisciplinary Training of Special Educators to Provide Family-Focused Early Intervention Services

Special Educators Grant	Funding Period: 1990-93
Director: Jane Siders	Telephone: (601) 266-5163
Fiscal Agency: University of Southern Mississippi (Hattiesburg, MS)	Grant No.: H029B00157

TARGET OF TRAINING: Upper-level undergraduate and graduate students in early childhood special education.
TRAINING PROGRAM: The project will establish a comprehensive, interdisciplinary family-focused early intervention training program to prepare special education students for direct intervention roles in service delivery to young children with special needs and their families. The program will integrate cross-disciplinary coursework from the following disciplines: nursing, social work, child development, psychology, speech and hearing, curriculum and instruction (normal preschool), and nutrition. Students will complete field-based practicum experiences in a variety of community-based settings. Training will focus on the development of student competencies relative to a systems-based/ecological model of service and on training students for intervention roles that are responsive to the needs and demographic characteristics of Mississippi. The program will integrate the concepts of family/child ecology, family/professional partnerships, and team dynamics into all aspects of coursework and field experiences.

Deaf Education--Early Childhood Specialty

Special Educators Grant	Funding Period: 1989-92
Director: Harold Meyers	Telephone: (417) 836-5368
Fiscal Agency: Southwest Missouri State University (Springfield, MO)	Grant No.: H029B90128

TARGET OF TRAINING: Masters-level students with a undergraduate degree and certification in early childhood, elementary, or secondary education; special education; or communication disorders. Efforts will be made to recruit minority students.
TRAINING PROGRAM: The project will incorporate into the existing M.A. program in Communication Disorders an early childhood component, focusing on the 3-to-5 population and emphasizing early childhood and deaf education. The 36-semester-hour major in education of the hearing-impaired will cover 15 months, beginning in summer session. Entering students must have completed five prerequisites: child development, language development, child and family counseling, psychosocial implications of hearing impairment, and basic audiology. In addition to coursework, students will complete 50 clock hours of practicum and a minimum of 300 clock hours of student teaching in on-campus classrooms or in integrated and regular classrooms in local schools, preschools, or day care programs. Students seeking early childhood credential must complete the full major. Students also have the option of national certification in early childhood and deafness.

Early Childhood Communication Special Education Program

Special Educators Grant
Director: Lin Welch & Jim Wilson
Fiscal Agency: Central Missouri State University
(Warrensburg, MO)

Funding Period: 1989-92
Telephone: (816) 429-4606
Grant No.: H029B90276

TARGET OF TRAINING: Masters-level students in speech-language pathology and audiology, who have undergraduate backgrounds in communication disorders.
TRAINING PROGRAM: The program will offer training to prepare personnel to work with communicatively handicapped children, age 3 to 5 years. The interdisciplinary program is a specialty area of the 36- to 41-semester-hour master's degree in speech-language pathology and audiology. Training will combine coursework with practicum experiences at the university's preschool language program classroom and externships in the community. Graduates will have mastered specific competencies for serving the preschool population, and will fulfill requirement for certification by the Missouri Department of Elementary and Secondary Education, licensure by the Missouri Board of Registration for the Medical and Healing Arts, and ASHA certification of clinical competence in Speech-Language Pathology or Audiology.

Training Speech-Language Pathologists for Preschool Children

Special Educators Grant
Director: Karen Steckol
Fiscal Agency: St. Louis University (St. Louis, MO)

Funding Period: 1990-93
Telephone: (314) 658-2939
Grant No.: H029B00235

TARGET OF TRAINING: Graduate-level students in speech-language pathology. Efforts will be made to recruit trainees from traditionally underrepresented minority groups.
TRAINING PROGRAM: The project will offer an intensive educational and clinical program that will prepare speech-language pathologists to assess and treat young children, age 3 to 5 years, with a variety of handicapping conditions, including some conditions that require specialized training. The program will offer academic and clinical experiences at the Early Childhood Learning Center and a variety of practica assignments in early childhood programs in the St. Louis area. This training will provides students with the initial knowledge, skills, and competencies needed to meet the challenges which they will encounter in off-campus sites. With the cooperation of local school districts and community agencies, the program can provide unique practica opportunities for students to work with a variety of preschool children, including children with severe and multiple handicaps, and children from various ethnic backgrounds. The practica opportunities emphasize the interdisciplinary cooperation needed for quality evaluation and management of these children.

Montana Early Childhood Special Education Teacher Training

Special Educators Grant
Director: Richard Van den Pol
Fiscal Agency: University of Montana (Missoula, MT)

Funding Period: 1991-94
Telephone: (406) 243-5344
Grant No.: H029B10181

TARGET OF TRAINING: Graduate and undergraduate students in education and related service disciplines (e.g., psychology, human development, nursing, social work, physical therapy).
TRAINING PROGRAM: The project will offer training to prepare early childhood special educators for preschool programs in Montana. Students will be admitted to the program at the undergraduate and graduate levels, and will complete the respective requirements for the degree sought. Course content for both levels is similar and covers an array of special education topics. Graduate students will be expected to carry a heavier courseload and concentration. The program is coordinated with another personnel preparation project in early intervention, in order to provide complementary coursework, without duplication. All students will complete practica in settings such as public schools, preschool environments, demonstration projects within the state, cooperative programs in rural areas, and Head Start programs. Students will select practica placements based on educational goals; typically, undergraduate students gravitate toward assignments in classroom, or other single settings, while graduate students are more likely to select placements involving multiple settings. Training will lead a B.A. or M.A. in Education, with endorsement in special education.

Interdisciplinary Training for Speech-Language Pathologists and Early Childhood Teachers (INTERSECT)

Special Educators Grant
Director: Marilyn Scheffler
Fiscal Agency: University of Nebraska (Lincoln, NE)

Funding Period: 1990-93
Telephone: (402) 472-5492
Grant No.: H029B00081

TARGET OF TRAINING: The program will recruit four types of applicants: (a) Seniors in speech pathology interested in pursuing their master's degree in speech pathology with emphasis on serving young handicapped children; (b) seniors in special education, preschool education, or human development who are interested in graduate work specializing in early childhood special education (ECSE); (c) speech-language pathologists employed in public schools who are not adequately certified because they lack a master's degree; and (d) ECSE teachers employed in public schools who seek graduate coursework to enhance their knowledge and skills in working with handicapped children, birth through age 5 years.
TRAINING PROGRAM: The project will offer a program to allow students to augment their studies toward a master's degree with specific coursework and practica related to young preschool children with handicaps and their families. Degree requirements will be supplemented with coursework in augmentative communications systems, consultation skills, family, feeding, and early language interventions. Project staff will assist in the development and implementation of practica experiences with toddlers and their parents. In collaboration with the Nebraska Department of Education, the project will provide a series of seminars in family intervention, oral-motor feeding difficulties, early language intervention, and consultation skills.

Preparation of Personnel for Careers in Special Education: Early Childhood Special Education Program

Special Educators Grant	Funding Period: 1991-94
Directors: Steven Rock & Sandra Doctoroff	Telephone: (702) 784-4961
Fiscal Agency: University of Nevada, Reno (Reno, NV)	Grant No.: H029B10012

TARGET OF TRAINING: Masters-level students with baccalaureate degree in education or a related field. Priority will be given to individuals who are teaching, but lack full certification in early childhood.
TRAINING PROGRAM: The project will offer a master's degree program in early childhood special education to prepare preschool teachers and infant interventionists to meet the needs of children with disabilities, birth through age 5 years, and their families. The 39-hour master's degree program will emphasize the importance of transdisciplinary teaming, broad-based teaming, and integrated services. Students will be expected to demonstrate competency as a team member, family facilitator, evaluator, instructor, and professional. Internship and practicum sites will offer students the opportunity to observe and participate in a range of service delivery settings, from center-based specialized instructional programs to regular day care centers and home-based programs. Practicum sites include Head Start programs and NICUs; a rural home-based practicum site is being developed as well. Coursework will be taught by faculty from a variety of disciplines emphasizing a transdisciplinary approach to education. Both parttime and fulltime enrollment options are available. Training leads to an M.A. in Special Education with certification; a few students will be allowed to pursue certification only.

Master's Program in Early Childhood Special Education

Special Educators Grant	Funding Period: 1989-92
Director: Kay Ferrell	Telephone: (212) 678-3862
Fiscal Agency: Teacher's College, Columbia University (New York, NY)	Grant No.: H029B90290

TARGET OF TRAINING: Graduate students in early childhood special education.
TRAINING PROGRAM: Teacher's College will revise its program to prepare early childhood special educators to address the heterogeneous needs of young exceptional children, including the increasing proportion who are medically fragile, and the wide range of service settings. Changes will occur in four areas. Students will be given the option of a special education focus in sensory impairments, gifted handicapped, or nonsensory disabilities. The project will implement, evaluate and disseminate a new curriculum responding to national and state certification requirements and population trends, and will add a course on working with families of infants, toddlers, and preschoolers with disabilities. A pre-practicum seminar will provide students with an opportunity to practice such techniques and strategies as positioning and handling, suctioning, feeding, CPR, first aid, and data collection. The practicum in educational assessment will be enhanced to include working within a multidisciplinary team.

Preparation of Special Educators: Upgraded M.A. in Hearing Impairment--Teacher as Researcher

Special Educators Grant	Funding Period: 1989-92
Director: Robert Kretchmer	Telephone: (212) 678-3880
Fiscal Agency: Teacher's College, Columbia University (New York, NY)	Grant No.: H029B90190

TARGET OF TRAINING: Masters-level students in the Program in the Education of the Hearing Impaired at Teacher's College.
TRAINING PROGRAM: Teacher's College will expand its preservice program from 32 credits (one calendar year) to 45 credits (two academic years) in order to ensure that students keep abreast of the rapid explosion in knowledge related to hearing impairment (e.g., the organization and use of English and American Sign Language, cognitive psychology, information processing, and social psychology). Fifteen additional hours of subspecialization in preschool, elementary, or secondary education or another area of special education will be added. Students will be instructed in research methodologies.

Preparation of Speech-Language Pathologists to Train At-Risk Infants and Toddlers

Special Educators Grant	Funding Period: 1990-93
Director: Barbara Weitzner-Lin	Telephone: (716) 878-5316
Fiscal Agency: State University of New York at Buffalo (Buffalo, NY)	Grant No.: H029B00035

TARGET OF TRAINING: Graduate-level students in speech-language pathology and audiology.
TRAINING PROGRAM: The project is designed to provide speech-language pathologists with the information and experiences needed to prepare them to serve infants and toddlers with or at risk for communicative disorders. The project will supplement an existing Master of Science in Education degree program in speech-language pathology and audiology. In addition to completing all of the requirements for New York State licensure and the American Speech-Language and Hearing Association certificate of clinical competence, graduates will have additional preparation in early intervention. This will entail 15 semester hours beyond the 33 hours required and will extend the master's degree program to two full years. In addition to the standard curriculum, students will enroll in courses with content specific to assessment and intervention appropriate for very young children with communicative disorders and their families. Several practicum experiences will be provided to prepare them to work with the target population, in both center-based and home-based programs in the community. The curricular sequence will become a regularly offered option for students in the speech-language pathology program.

Preparing Personnel for Education of Visually Impaired Children--Infancy to Adult

Special Educators Grant	Funding Period: 1990-93
Director: Kay Ferrell	Telephone: (212) 678-3862
Fiscal Agency: Teachers College, Columbia University (New York, NY)	Grant No.: H029B00205

TARGET OF TRAINING: Graduate-level students in education of the blind and visually impaired.
TRAINING PROGRAM: The project will augment the current master's degree program in education of the blind and visually impaired by adding a mentoring and inservice component for graduates during their first teaching experience. The mentoring mechanism will consist of periodic and regular correspondence, telephone calls, and site visits. The project also will conduct an annual inservice for former students. Graduates will be certified as teachers of the visually impaired in New York State. The program recently was revised so that graduates are competent to teach visually impaired children with and without additional disabilities, from infancy through adolescence. The program has anticipated the creation within the next five years of an early childhood special education credential in New York State and has designed its curriculum to include core courses in early childhood special education. (Some graduates have already been dually certified in those states with both credentials.) Graduates will be prepared to work in a variety of roles--teacher, consultant, team member, and case manager--with heterogeneous populations of blind, visually impaired, and multihandicapped infants, children, and youth, and their families.

Preparing Speech/Language Pathologists as Specialists/Case Managers in Traumatic Brain Injury

Special Educators Grant	Funding Period: 1989-92
Director: Nancy Russell	Telephone: (716) 878-5306
Fiscal Agency: State University of New York at Buffalo (Buffalo, NY)	Grant No.: H029B90061

TARGET OF TRAINING: Speech-language pathologists at the master's level.
TRAINING PROGRAM: The project will address the need for qualified educational personnel to work with children, birth through age 21 years, who survive moderate to severe traumatic brain injury (TBI) and are left with intellectual impairments that affect their integration into schools, family, community, and, eventually, the job market. Particular attention will be paid to the incidence of TBI in children birth to age 5 years (150 per 100,000 population). The training program will prepare speech-language pathologists to serve as specialists/case managers for the TBI population in medical and educational settings, including preschool programs. The professional training in speech-language pathology provides a sound foundation for working with the cognitive, linguistic, and motor/speech problems that result from neurological insult and affect educational reintegration. Training will consist of three lecture courses and three clinical and educational practica related to state-of-the-art information on TBI. Students will receive instruction on both the neurological sequelae and the educational demands of TBI. Graduates will be prepared to facilitate the transition of TBI handicapped children from medical treatment to educational programs, and to act as case managers in order to provide continuity and monitoring of education reintegration programs.

Early Intervention and Family Support Training Program

Special Educators Grant — Funding Period: 1990-93
Director: Tess Bennett — Telephone: (704) 433-2661
Fiscal Agency: Appalachian State University (Boone, NC) — Grant No.: H029B00056

TARGET OF TRAINING: Graduate-level students in special education. One purpose of the project is to encourage professionals from outside the field of special education (e.g., social work, early childhood education, psychology, nursing) to pursue a career in special education with an emphasis on early childhood.
TRAINING PROGRAM: The project will provide inservice training opportunities for special education teachers and allied professionals to prepare them to work with young children with handicaps and their families. The training program will consist of a four-course sequence as a special strand of the master's degree program in Early Childhood Special Education at Appalachian State University. The program will provide intensive coursework within the context of a direct service program serving young children with handicaps and their families. An apprenticeship/tutelage model will be used to train the students in competencies in teaching children, birth through age 5 years, with handicaps. As a result of training, students will be able to function as specialists serving children and families in a variety of settings, including home, center, and clinic.

Personnel Preparation for Speech-Language Pathologists: An Early Intervention Focus

Special Educators Grant — Funding Period: 1989-92
Director: Joanne Roberts — Telephone: (919) 966-7164
Fiscal Agency: Frank Porter Graham Child Development Center, University of North Carolina (Chapel Hill, NC) — H029B90078

TARGET OF TRAINING: Speech-language pathologists at the master's level.
TRAINING PROGRAM: The project will provide training to prepare speech-language pathologists to work with infants, toddlers, and preschoolers with disabilities. The training program will consist of 9 semester hours of specialized coursework and 3 semesters of specialized practicum experiences in early intervention, in addition to the core coursework and practica required by the Speech-Language Pathology program. Settings for clinical experiences include a university clinic, hospital clinic, developmental evaluation center, public school, home-based program, and day care center. The objectives of the training program are 1) to expand skills and knowledge related to working with handicapped children, birth through age 5 years; 2) to expand knowledge and skills in early childhood development, early childhood special education, and the critical components of effective early intervention programs; 3) to expand skills and knowledge in viewing and working with children with handicaps from a broad systems perspective involving both children and their families; 4) to expand knowledge and skills in integrating social, communicative, cognitive, and motor objectives within and across activities and in the effective use of generalization strategies; and 5) to increase awareness of the resources available from other disciplines and promote skills needed to intervene in an interdisciplinary context.

Preservice Training in Speech-Language Pathology with an Emphasis on Early Intervention and Severely Handicapped Children

Special Educators Grant
Director: David K. Williams
Fiscal Agency: Minot State University (Minot, ND)

Funding Period: 1991-94
Telephone: (701) 857-3030
Grant No.: H029B10204

TARGET OF TRAINING: Graduate-level students holding a baccalaureate degree in speech-language pathology or audiology.
TRAINING PROGRAM: The project will offer a masters-level training program to prepare speech-language pathologists and audiologists to work in early intervention settings. The project has two goals: 1) to attract high-quality speech-language pathology and audiology students to study and work in North Dakota, particularly in rural areas; and 2) to enhance the competency of speech-language pathologists and audiologists who already are employed in the state. Both full-time and parttime enrollment options are available. To accommodate employed students, the project will provide stipends for summer session enrollment, and will offer graduate-level coursework through creative outreach activities in cooperation with the University of North Dakota and the State Department of Public Instruction. Training is designed to provide expertise in early intervention, with special focus on augmentative and assistive technology. Coursework will include standard speech-language pathology and assessment topics, as well as specialized training in working with young children with severe disabilities. Practicum experiences will be available in center- and home-based settings, including Head Start programs and clinics. Arrangements can be made for parttime students to complete practica at their work site, where appropriate.

Early Childhood/Special Needs Emphasis--Birth-Two Years Infant/Newborn Specialist Option

Special Educators Grant
Director: Philippa Campbell
Fiscal Agency: Children's Hospital Medical Center (Tallmadge, OH)

Funding Period: 1989-94
Telephone: (216) 633-2055
Grant No.: H029B90160

TARGET OF TRAINING: Masters-level students in special education, early childhood education, or related service fields (e.g., speech pathology, nursing).
TRAINING PROGRAM: The project will provide interdisciplinary, field-based training to provide personnel with the competencies necessary to provide high-quality direct services for infants with or at risk for disabilities, and their families. Training employs an institutional and inter-departmental collaborative design that includes several colleges and departments at Kent State University and several department of Children's Hospital Medical Center of Akron. Students will complete 35 semester hours of coursework, field-based training, and research that constitute the requirements for the Early Childhood Special Needs Emphasis--Infant/Newborn Specialist Option. Fulltime trainees will complete a minimum of 600 clock hours, and parttime trainees will complete a minimum of 160 clock hours of field-based training at the Family Child Learning Center. This internship is designed to provide hands-on experiences and to demonstrate direct application of information acquired through formal coursework. Training leads to an M.A. degree in Special Education (41 hours total), or an M.Ed. degree in Early Childhood or Special Education (up to 50 hours total). The infant specialization coursework may also be integrated into other degree requirements (e.g., M.S. in Nursing).

Interdisciplinary Early Childhood Graduate Training Project

Special Educators Grant
Director: Phillip Safford
Fiscal Agency: Kent State University (Kent, OH)

Funding Period: 1989-92
Telephone: (216) 672-2477
Grant No.: H029B90275

TARGET OF TRAINING: Masters-level students in early childhood special education, speech and language pathology, audiology, and adaptive physical education/motor development.
TRAINING PROGRAM: The project will offer field-based interdisciplinary training to prepare early childhood special educators, speech pathologists and audiologists, and adaptive physical education teachers to employ team approaches in early intervention with preschool children with handicaps. Specially designed coursework will focus on three sets of competencies: competencies appropriate to students' respective disciplines, competencies in the application of that discipline to young children with disabilities, and competencies in interdisciplinary team processes and interdisciplinary modes of service delivery. The trainees, along with parents, will form early intervention teams to 1) provide integrated programming for children with disabilities within the preschool program (the Family Child Learning Center) which also enrolls nonhandicapped children, and 2) facilitate transition and provide resource support for children moving from that program to public school and mainstreamed community preschool settings. Other students from the disciplines represented will benefit through direct participation in coursework in which trainees are enrolled; observation and other short-term practica participation with trainees in both the field practicum site and in programs to which children are transitioned; and anticipated institutional impact, in the form of curricula with interdisciplinary training focus.

Training of Speech-Language Interventionists for Infants, Toddlers, and Preschoolers

Special Educators Grant
Directors: Diane Bricker & Ilsa Schwarz
Fiscal Agency: University of Oregon (Eugene, OR)

Funding Period: 1989-92
Telephone: (503) 686-3568
Grant No.: H029B90254

TARGET OF TRAINING: Masters-level students with undergraduate degree in communication disorders, some undergraduate training in communicative disorders, or experience working with children with communicative disorders.
TRAINING PROGRAM: The project will train professionals to work with young children, birth to age 5 years, who have mild to severe communicative disorders. The five-quarter program will offer coursework in early childhood and speech-language sciences, and practica in a variety of settings, including on-site classrooms, integrated community day care, and home- and center-based programs. The program is a joint effort between the Communicative Disorders Department and the Early Intervention Department.

Empirical Early Interventionist Program

Special Educators Grant
Directors: Jack Neisworth & Lisa Schneider
Fiscal Agency: Special Education Department,
Penn State University (University Park, PA)

Funding Period: 1989-92
Telephone: (814) 863-2280
Grant No.: H029B90173

TARGET OF TRAINING: Masters-level students from a variety of undergraduate backgrounds, including special education, elementary education, school psychology, related health fields, and the humanities.
TRAINING PROGRAM: The program trains personnel as interventionists to serve preschool children with disabilities, especially in integrated settings. The program, based on an existing competency-based early intervention program, combines coursework, practica, and supervised work with families in the home. For each major course there is an accompanying lab or pre-practicum. During the summer, students complete an extensive practicum/internship that is matched to specific career interests. Practicum sites include children's hospitals, Head Start programs, the Philadelphia Early Childhood Evaluation Center, and local preschools operated by the Easter Seal Society and Association for Retarded Citizens (ARC). Students interested in a motor focus may complete a practicum through the Family Child Learning Center in Ohio. Students also work with a family in the home during the academic year providing needed services, including needs assessment and IFSP planning. Ten hours per week are spent providing assistance on university research projects related to early intervention. Training emphasizes the interrelationship of clinical and research roles, and leads to an M.Ed. or M.S. in Special Education. Graduates will be prepared to serve early childhood populations in a variety of settings utilizing an empirical (behavioral/data-based) approach.

Master's Degree Training in Early Childhood Special Education

Special Educators Grant
Director: Kenneth Thurman
Fiscal Agency: Temple University (Philadelphia, PA)

Funding Period: 1989-92
Telephone: (215) 787-6018
Grant No.: H029B90031

TARGET OF TRAINING: Masters-level students in early childhood special education.
TRAINING PROGRAM: The project will provide training leading to an M.Ed. in Special Education, targeted at preschool populations, with an option for earning teacher certification. Students who received certification through their undergraduate training will enroll in 36 hours of coursework and practica; students without certification will be required to complete 48 to 50 hours of coursework and practica. Practicum sites include various early intervention programs in the Philadelphia area. Students who have no experience working with nonhandicapped preschoolers will spend part of their practicum working with this population. The program is based on the certification standards for early childhood special education developed by the National Association of State Directors of Teacher Education and Certification. Graduates will be equipped to take positions as teachers, program specialists, and consultants in service systems providing education to children with disabilities, age 3 to 5 years.

Preservice Preparation of Speech Pathologists with a Specialization in the Management of Infant, Preschool, and Severely Handicapped Populations

Special Educators Grant	Funding Period: 1990-94
Director: Barbara Culatta	Telephone: (401) 792-5969
Fiscal Agency: Department of Communicative Disorders, University of Rhode Island (Providence, RI)	Grant No.: H029B00149

TARGET OF TRAINING: Graduate-level students in speech-language pathology.
TRAINING PROGRAM: The project, designed to conform to the needs of southern New England, will provide specialized training in assessment and facilitation of communication skills in infants, toddlers, and the severely handicapped. Training rests on the philosophical base (a) that training is best achieved with a focus on functional communication, (b) that intervention should be implemented in natural contexts, (c) that emphasis should be placed on training parents and other professionals to serve as primary change agents, and (d) that speech-language pathologists must function within multi- and transdisciplinary team frameworks. Training will involve a core curriculum of specialized courses and clinical practicum experiences. Indirect and consultative service delivery models will be emphasized. Specific student competencies address skills in augmentative communication, parent training, assessment and facilitation of functional communication in natural contexts, and intervention strategies that are relevant to the developmentally young and severely handicapped. Trainees will be provided with assessment and intervention techniques that are both developmentally and functionally based, mechanisms for selecting cognitive and social as well as linguistic goals, and strategies for dealing with individual differences in learning style and sensory impairment that can interfere with the development of communication in the developmentally young and severely handicapped.

Preparation of Early Intervention Diagnostic Personnel

Special Educators Grant	Funding Period: 1990-93
Director: Cordelia Robinson	Telephone: (803) 323-2244
Fiscal Agency: Winthrop College (Rock Hill, SC)	Grant No.: H029B00149

TARGET OF TRAINING: Masters- and specialist-level graduate students in school psychology, special education, guidance and counseling, or social work.
TRAINING PROGRAM: The project will provide training to prepare personnel to assume supervisory, program development, and diagnostic roles in programs for children with disabilities, birth through age 5 years, and their families throughout South Carolina. Training will include specialized courses in psychological assessment and evaluation and practica stressing evaluation skills. The graduate coursework will be offered to students from four graduate programs at Winthrop College: 1) students enrolled in the School Psychology certification program, 2) students enroled in the master's degree program in Special Education who wish to specialize in Early Childhood Education, 3) students enrolled in the agency track of the master's degree program in Guidance and Counseling, and 4) students taking graduate-level courses in Social Work.

Preparation of Masters Level Speech-Langauge Pathologists and Audiologists to Work with Handicapped Preschoolers

Special Educators Grant
Director: Hiram McDade
Fiscal Agency: University of South Carolina (Columbia, SC)

Funding Period: 1991-94
Telephone: (803) 777-4813
Grant No.: H029B10182

TARGET OF TRAINING: Masters-level students with baccalaureate degree in speech-language pathology or audiology, or in a related field, such as elementary education, psychology, or anthropology.

TRAINING PROGRAM: The project will modify the curriculum and clinical practicum experiences of an existing master's degree program in the Speech-Language Pathology and Audiology Department to provide special emphasis on the assessment and treatment of speech, language, and hearing problems in infants, toddlers, and preschoolers. New coursework consists of one-credit modules on specialized topics, such as central auditory processing in young children, language disorders, and sign language. Students without undergraduate preparation in speech-language pathology or audiology will be required to spend three months taking extra coursework in basic speech-language pathology and audiology. The project will develop new, and expand existing, interdisciplinary diagnostic clinics and pragmatically based early intervention programs designed to train students to work with young children with disabilities and their families, and to interface with professionals from other disciplines. Practicum settings will include hospital neonatal intensive care units (NICUs), medical and speech pathology private practices, and Easter Seal Rehabilitation Centers. Training leads to a master's degree in Speech-Language Pathology or in Audiology.

Communicative Disorders in Children: Early Identification, Assessment, and Intervention

Special Educators Grant
Director: Fred Bess
Fiscal Agency: Division of Hearing and Speech Sciences,
Vanderbilt University (Nashville, TN)

Funding Period: 1991-94
Telephone: (615) 322-4099
Grant No.: H029B10053

TARGET OF TRAINING: Masters-level students with undergraduate preparation in communication disorders or a related field, such as biology or linguistics.

TRAINING PROGRAM: The project will offer a graduate training program in audiology and speech-language pathology designed to provide students with an emphasis in early identification/early intervention. Students will enroll fulltime and complete the program over 5 semesters. In addition to core coursework in audiology and speech-language pathology, students will enroll in courses in early childhood development, early intervention, counseling, assessment, a clinical workshop in pediatrics, and a legislative provisions seminar. A minimum of 500 clock hours of practica is required. Half of this time must be spent in a high-risk early intervention child development setting, such as the Bill Wilkerson Center at Vanderbilt. The balance of practicum may be spent in a variety of settings, such as a hospital NICU, follow-up programs for at-risk children, and center-based child development programs. Students also will participate in a 10-week, 40-hour-per-week externship focusing on early childhood. Externships settings are flexible. Training will lead to a master's degree in audiology and speech-language pathology. The project is the product of a combined effort by four programs at Vanderbilt University: the Division of Hearing and Speech Science, the George Peabody College for Teachers, the Department of Pediatrics, and the Bill Wilkerson Center.

Preparation of Early Childhood Special Educators

Special Educators Grant	Funding Period: 1990-93
Director: Ann Campbell	Telephone: (615) 898-2680
Fiscal Agency: Middle Tennessee State University (Murfreesboro, TN)	Grant No.: H029B00079

TARGET OF TRAINING: Graduate-level students in early childhood special education.
TRAINING PROGRAM: The project will implement a masters-level training program to prepare early childhood special educators to meet the needs of children, birth to age 5 years, with disabilities. The program will offer a competency-based course of study emphasizing the skills needed for trainees to assume roles as multidisciplinary team members, instructors, evaluators, and professionals. Content is based on current theory in the area of early childhood special education and statewide standards for personnel preparation. Practicum placements will offer students experiences in multidisciplinary settings with children and their families. Practicum sites that successfully integrate young handicapped children with their nonhandicapped peers will be emphasized. Students will be evaluated on gains in knowledge and skill competencies.

Preparation of Early Childhood Special Educators

Special Educators Grant	Funding Period: 1989-92
Director: Samuel Odom	Telephone: (615) 322-2249
Fiscal Agency: Peabody College, Vanderbilt University (Nashville, TN)	Grant No.: H029B90138

TARGET OF TRAINING: Masters-level personnel from early childhood special education and related disciplines. Efforts will be made to recruit currently employed teachers in local school systems, especially in rural areas of Tennessee, who plan to return to their current positions after training has been completed.
TRAINING PROGRAM: The project will develop a teacher training program related to current practices in early childhood special education. Supervisors of special education at local education agencies across the state will identify their needs for early childhood special education personnel and nominate teachers currently in their system for the training program. The 30-hour training program is designed to be completed within one year, and leads to an M.Ed. degree. Trainees will demonstrate competence in assessing infants and young children with disabilities, designing effective classroom environments, selecting appropriate service delivery models, working with parents, and applying new information as it becomes available in the field. Graduates will have the skills necessary to design and implement effective early childhood special education programs and evaluate the programmatic effects on children and parents. The project will conduct follow-up training for program graduates through an annual summer institute, based on employers' evaluations of the trainees and trainees' self-evaluations.

STEP: Special Training for Early Programming

Special Educators Grant
Director: Lynda Pearl
Fiscal Agency: Center for Early Childhood Learning,
East Tennessee State University (Johnson City, TN)

Funding Period: 1989-92
Telephone: (615) 929-5614
Grant No.: H029B90251

TARGET OF TRAINING: Masters-level students in special education who wish to become infant specialists.

TRAINING PROGRAM: The program is a collaborative effort between the Center for Early Childhood Learning and Development and the Division of Special Education at East Tennessee State University, and leads to a master's degree in special education as an infant specialist. Training will emphasize 1) field experiences as critical to the success of training, 2) an interdisciplinary focus, 3) the importance of facilitating family involvement, and 4) in-depth understanding of the typical developmental sequence of infants as a way of contrasting and understanding atypical development. The project will use an interdisciplinary team of specialists from the fields of nursing, physical therapy, occupational therapy, speech/language therapy, and social work to plan competencies and/or team-teach portions of specific courses. Courses on assessment, curriculum, and medical aspects of early intervention will include the team teaching concept. Practicum sites will include Center for Early Childhood Learning and Development demonstration sites, other early intervention program sites which work with developmentally delayed and at-risk infants, and community programs for typically developing infants. Graduates will be prepared to assume positions as direct service providers and/or coordinators for programs working with delayed or at-risk children, birth through age 3 years.

Early Childhood Special Education Personnel Training Program

Special Educators Grant
Director: Keith Turner
Fiscal Agency: University of Texas/Austin (Austin, TX)

Funding Period: 1989-94
Telephone: (512) 471-4161
H029B90200

TARGET OF TRAINING: Personnel currently employed in early intervention programs; masters-level students in early childhood special education; and undergraduate students seeking special education certification.

TRAINING PROGRAM: The project will provide specialized training needed by early childhood special education personnel to work with children, birth through age 2 and age 3 to 6 years, with or at risk for handicaps. Both graduate training and generic certification objectives will be addressed. Field-based training leading to a master's degree will be provided for 10 to 15 students per year who are currently employed in birth-to-2 early intervention programs and who do not have access to specialized birth-to-6 early childhood special education training from colleges and universities in their area. Five to ten students per year will receive university-based training with ten courses and practica experiences in the birth-to-2 and 3-to-6 areas, leading to a master's degree. Generic special education certification at the graduate level will be upgraded to include a field experience along with course content. At the undergraduate level, generic certification courses in assessment and methods will be revised to reflect issues related to the Individualized Family Service Plan (IFSP), required under P.L. 99-457. The project will evaluate and disseminate training content and materials related to serving medically fragile infants and families; field-based university training; and least restrictive assessment and intervention.

Preservice Preparation of Personnel to Work with Communicatively Impaired Preschool and School Age Children

Special Educators Grant	Funding Period: 1990-93
Director: Peter Mueller	Telephone: (817) 565-2481
Fiscal Agency: University of North Texas (Denton, TX)	Grant No.: H029B00264

TARGET OF TRAINING: Graduate-level students in speech-language pathology.
TRAINING PROGRAM: The project will offer preservice preparation of personnel to work with communicatively impaired preschool and school-age handicapped children in the state of Texas. Training will include a mix of academic coursework and practica, including placements in a variety of organizations. Each year a consultant with special knowledge and nationally recognized expertise will provide instruction in recent clinical methods and techniques. Funding also will be provided for several parttime supervisors in audiology and speech-language pathology to enhance the quality of clinical training experiences for students enrolled in the program. Training is designed to produce a group of highly skilled personnel to work with both mildly and multiply handicapped persons with communicative impairments.

Training Orientation and Mobility Specialists in Early Childhood

Special Educators Grant	Funding Period: 1990-93
Director: Virginia Sowell	Telephone: (806) 742-2184 or -2345
Fiscal Agency: Texas Technological University (Lubbock, TX)	Grant No.: H029B00038

TARGET OF TRAINING: Graduate-level students who wish to become orientation and mobility specialists. Most students will have undergraduate preparation primarily in elementary education; some have backgrounds in occupational or physical therapy.
TRAINING PROGRAM: The project will provide preservice training to prepare orientation and mobility specialists in rural areas to meet the needs of presently underserved children with visual and other handicaps in rural areas of Texas and surrounding states. Since most trainees are unable to attend university classes, project faculty will travel to education service centers in rural areas to provide training. The program will last approximately two and one-half years and will lead to national orientation and mobility certification. Training will address skills in orientation and mobility; infant intervention bilingual/multicultural education; working with parents; consultative and liaison skills for working with other educational personnel in rural areas; and the use of interdisciplinary teams in service delivery. Liaison with rural community education personnel, social welfare personnel, and parents will be stressed, with special emphasis on working with Hispanic and Black families. Students will have opportunities to participate in practica within the region. Students will develop a resource manual for each of the regions in which they work. The manual will list all the resources of that region, as well as state and national resources in the area of visual handicaps. The project will develop ongoing support teams for orientation and mobility specialists in isolated areas.

Preparation of Certified Early Childhood Educators

Special Educators Grant
Director: Sarah Rule
Fiscal Agency: Utah State University (Logan, UT)

Funding Period: 1990-93
Telephone: (801) 750-1987
Grant No.: H029B00032

TARGET OF TRAINING: Undergraduate and graduate students in special education.
TRAINING PROGRAM: The purpose of the program is to prepare personnel for preschool special education certification (birth through age 5 years) through participation in the early childhood special education program at Utah State University. Academic coursework will include a core group of four courses in special education, special courses in early childhood special education, and multidisciplinary courses in communication disorders, family and human development, and psychology. Field-based practicum experiences will emphasize services to young children with disabilities, families of infants with special needs, and normally developing children. Several degree or certification options are provided. The majority of participants are expected to enroll in the undergraduate degree program leading to a B.S. degree in Early Childhood Special Education. Graduate students may earn M.Ed. degree. Some participants will receive only the Utah certification in preschool special education.

Essential Early Education Graduate-Level Training Program

Special Educators Grant
Director: Linda Flynn
Fiscal Agency: Center for Developmental Disabilities,
University of Vermont (Burlington, VT)

Funding Period: 1989-92
Telephone: (802) 656-4031
Grant No.: H029B90212

TARGET OF TRAINING: Graduate-level students in early childhood special education.
TRAINING PROGRAM: In Vermont, young children with disabilities are eligible to receive Essential Early Education (EEE) services. The current EEE graduate training program offers 36 semester hours of training, including 6 hours of educational foundations, 24 hours of formal coursework, and two semesters of practicum experiences in Essential Early Education and other early intervention settings. Fulltime graduate students complete the graduate program in an academic year plus two summers. The project will maintain and improve the capacity of the current EEE training program to promote acquisition of best practices; and emphasize competency-based, interdisciplinary, family-centered training to prepare educators who can provide services to children with disabilities, birth through age 5 years, and their families. Graduates will be prepared to provide direct and consultative services across home, center and integrated community-based settings; work with other agencies and disciplines to implement a comprehensive, coordinated system of services for families with young special needs children; and assume the multiple educational and leadership roles required for establishing, coordinating, implementing, and evaluating early childhood special education programs in rural, sparsely populated areas.

Early/Special Teacher Education Preparation Program

Special Educators Grant	Funding Period: 1990-93
Directors: Robert Gable & Steven Tonelson	Telephone: (804) 683-3157
Fiscal Agency: Old Dominion University (Norfolk, VA)	Grant No.: H029B00161

TARGET OF TRAINING: Graduate-level students in special education. Most have undergraduate preparation in either regular or special education.
TRAINING PROGRAM: The project is designed to address Virginia's severe and persistent shortage of special education personnel trained to serve young at-risk and mildly handicapped children. Students will master regular and special education "best practices" to provide intensive early intervention services. Training includes two semesters of practica and field placements. A new generation of early/special educators will be trained not only to provide direct classroom instruction, but also to help area school systems increase the range of administrative and instructional options.

Early Childhood Special Education Personnel Training Program

Special Educators Grant	Funding Period: 1989-92
Director: Vikki Howard	Telephone: (509) 328-4220, Ext. 3492
Fiscal Agency: Gonzaga University (Spokane, WA)	Grant No.: H029B90261

TARGET OF TRAINING: Students seeking certification in early childhood special education.
TRAINING PROGRAM: The project will develop a personnel training program for Washington endorsement in early childhood special education. Training will emphasize content based on interagency collaboration, family service planning, data-based intervention and decision making, and provision of services in natural, integrated settings to very young children, birth to age 6 years, with disabilities. A heavy portion of the training will include supervised practicum experiences in various public and private schools, community centers, and hospitals. Specific student competencies have been identified. Two special education faculty will serve as co-directors of the program, offer coursework, and arrange and supervise practica. An advisory committee will assist in developing and refining appropriate professional competencies, and in the evaluating program impact and quality. The program will prepare ten early childhood special educators each year.

Respecting the Full Range of Diversity across Early Childhood Settings

Special Educators Grant	Funding Period: 1991-94
Director: Ann Higgins-Hains	Telephone: (414) 229-6790
Fiscal Agency: University of Wisconsin--Milwaukee (Milwaukee, WI)	Grant No.: H029B10096

TARGET OF TRAINING: Undergraduate students in Exceptional Education. Recruitment will focus on underrepresented populations, including minority students (Native American, Asian, Hispanic, African-American), economically disadvantaged students, students with bilingual skills, and male students. High school students also will be targeted. The original cohort was drawn from persons involved in special education as paraprofessionals with community college backgrounds in education coursework; the average age is 34.

TRAINING PROGRAM: The project will recruit and provide training for persons from underrepresented groups who are interested in working in urban areas with young children with special needs, birth through age 5 years, and their families. Competencies related to family-centered intervention, team collaboration and consultation, care coordination, cultural diversity, transition planning, and problem-solving will be incorporated into existing program of study. New coursework includes a student-teaching seminar and a multi-year seminar on topics such as professional development and minority population issues. Students will complete 6 practica in center-based regular and special education settings. These will include student teaching in preschool, infant-toddler, birth-to-3, early intervention, or cross-category environments. The project will offer a mentor program with experienced professionals from underrepresented populations to facilitate transition of graduating students into the field and to assist in follow-up activities. Training leads to a Bachelor of Science degree in Exceptional Education, with dual certification in Early Childhood Education and Early Childhood Exceptional Education Needs.

Bilingual/Multicultural Exceptional Infant and Early Childhood Specialist Program

Special Populations Grant	Funding Period: 1990-93
Director: Gilbert Guerin	Telephone: (408) 924-3700
Fiscal Agency: San Jose State University (San Jose, CA)	Grant No.: H029E00014

TARGET OF TRAINING: Graduate level personnel in special education (e.g., special education teachers, speech and language specialists), early childhood, and related service fields, including nursing, psychology, and social work. At least one-half of the participants will be minority students, and one-third will be bilingual.
TRAINING PROGRAM: The project will offer a cooperative, preservice, infant and preschool training program to prepare special education and related services personnel to work with a diverse multicultural and multilingual population and within transdisciplinary settings. The project will acquire and prepare materials and minority competencies needed in the instruction of professionals preparing to work with a culturally and linguistically diverse population of handicapped infants and preschoolers. Training will lead to an Exceptional Infant and Early Childhood Specialist certificate and/or a master's degree with an exceptional preschool emphasis. The project will provide an ongoing system of evaluation of the program and its graduates to determine the appropriateness of competency goals and the degree to which goals are achieved.

Encouraging New Training for Women in Nontraditional Educational Services (ENTWINES)

Special Populations Grant	Funding Period: 1990-93
Director: Maxine Freund	Telephone: (202) 994-1547
Fiscal Agency: George Washington University (Washington, DC)	Grant No.: H029E00024

TARGET OF TRAINING: Graduate-level students from multicultural, multi-ethnic backgrounds.
TRAINING PROGRAM: Project ENTWINES offers a two-year clinical master's degree program to prepare minority students in the field of Infant Special Education and Early Intervention. Students will receive training that will enable them to fill a number of nontraditional educational roles, including infant-toddler classroom interventionist, assessment specialist, infant program coordinator, and parent and community liaison. The 39-hour training program provides a balance between theory and practice. Program coursework includes the study of infant development and assessment, atypicality in infancy, public policy, atypical infant and family developmental and behavioral concerns, transdisciplinary team function, developmental stages in parenting a special needs child, and curricular issues in infant intervention. Students also will participate in a special transdisciplinary seminar which will focus on current topical problems in service delivery to infants and their families, and a series of topical forums concerned with current issues in developing new careers in early intervention. Clinical components include a practicum and internship, as well as specially focused clinical sessions in the areas of infant assessment, observation, and home visiting.

Preservice Training Program to Prepare Special Education and Related Service Personnel to Provide Services to Medically Fragile Infants and Their Families

Special Populations Grant	Funding Period: 1989-92
Director: Kathy Katz	Telephone: (202) 687-8635
Fiscal Agency: Georgetown University Child Development Center (Washington, DC)	Grant No.: H029E00024

TARGET OF TRAINING: Post-baccalaureate students from professional degree programs of special education, occupational therapy, physical therapy, speech pathology, psychology, nursing, and social work.
TRAINING PROGRAM: The project will offer interdisciplinary preservice training focusing on developing a specific knowledge base and clinical skills geared to medically fragile infants, birth to age 3 years, and their families. Five trainees will be selected each year for a six-month to one-year clinical affiliation, which will provide a variety of didactic seminars and clinical experiences working with medically fragile infants and their families in the Neonatal Intensive Care Unit and the Pediatric Intensive Care Unit; in transition to home management; in follow-up developmental evaluation; in interface with community support services; and in various community infant special education models. Emphasis will be placed on the cognitive, psychomotor, and psychosocial development of these infants, and the needs of their families. Training leads to a certificate in services to medically fragile infants and their families.

Minority Early Childhood Special Education Master's Degree--U.S. Virgin Islands

Special Populations Grant	Funding Period: 1989-92
Director: Sharon Vaughn	Telephone: (305) 284-2903
Fiscal Agency: University of Miami School of Education (Coral Gables, FL)	Grant No.: H029E98045

TARGET OF TRAINING: Masters-level minority early childhood teachers, special education teachers, and other personnel with backgrounds in child development and education who are interested in teaching young minority children with special needs.
TRAINING PROGRAM: The project addresses the need for preschool special education training for teachers in the U.S. Virgin Islands. The program will offer multidisciplinary training to prepare personnel to teach young minority handicapped children; to improve the skills of currently employed teachers working with young minority handicapped children; and to prepare teachers pursuing regular early childhood certification in aspects of identifying, assessing, and intervening with young minority handicapped children. Training will address normal child growth and development, early childhood, and early childhood special education, with emphasis on minority populations. Students will complete internships in two centers that cater to young minority handicapped children, birth to age 2 years and age 3 to 5 years, and will be involved in observation/participation in a minimum of six other sites that serve a range of minority groups and handicapping conditions, as well as in preschools for nonhandicapped preschool children. The program is a collaborative effort of the University of Miami School of Education, the Mailman Center for Child Development, Dade County Schools, the Florida State Department of Education, and private agencies providing services for young minority handicapped children.

Training Residents to Care for Minority Children Who Are At-Risk, Delayed, or Handicapped

Special Populations Grant
Director: Patsy Poche
Fiscal Agency: LSU Medical Center (New Orleans, LA)

Funding Period: 1990-93
Telephone: (504) 942-8230
Grant No.: H029E90009

TARGET OF TRAINING: Pediatricians and primary care physicians.
TRAINING PROGRAM: The goal of this training program is to establish additional skills and enhance the abilities of present and future physicians to comprehensively care for minority children who are at risk, delayed, or handicapped. Ten training modules will be developed addressing the following topics: 1) attitudes toward persons with handicaps, 2) normal developmental milestones, 3) risk factors potentially affecting normal development, 4) screening and assessment, 5) legislation governing special education and related services, 6) early intervention, 7) terminology used in identifying children with developmental disabilities, 8) adjustment of the family of a child with handicaps, 9) cultural sensitivity, minority consideration, and intervention strategies, and 10) community services for persons with handicaps. Participants will be instructed within coursework seminars, with supervised practica occurring in clinical settings of Charity Hospital. Graduates of the training program are expected to show increased knowledge of current early intervention and culturally sensitive practices, and demonstrate the use of these skills in medical practice. Evaluation of training will involve process and outcome measures, including the number and nature of patients treated by trainees, as well as ratings of satisfaction with the instructed practices by patients, faculty, and other professionals.

Preparing Early Childhood Specialists to Work in the Inner City

Special Populations Grant
Director: Joan Lieber
Fiscal Agency: University of Maryland (College Park, MD)

Funding Period: 1990-93
Telephone: (301) 405-6467
Grant No.: H029E00073

TARGET OF TRAINING: Early childhood special education teachers in the Baltimore area.
TRAINING PROGRAM: The project will offer a part-time master's degree program to prepare early childhood special education teachers to provide early intervention for young children with disabilities in Baltimore City Public Schools. The 36-credit program is designed for special educators who require additional professional competencies in order to serve this population. Project features include development of a new course, Urban Issues in Special Education, and several additional courses which will be offered in Baltimore City; provision for supervised practica experiences in the trainee's early intervention programs; and provision of a variety of support services to improve retention of trainees. Young children with disabilities in Baltimore City constitute a special population who require unique approaches to family involvement, programming for instruction, and transition to the regular school program. The project will have a significant impact on upgrading the cadre of skilled early interventionists who work with minority children in urban settings.

Training Infant/Family Specialists to Serve Multi-Risk Infants and Their Families

Special Populations Grant	Funding Period: 1990-93
Director: Paula Beckman	Telephone: (301) 405-6492
Fiscal Agency: University of Maryland (College Park, MD)	Grant No.: H029E00024

TARGET OF TRAINING: Students who seek a master's degree or advanced graduate specialist certification in special education, and who wish to specialize in the area of infant intervention; and graduate students who seek degrees in disciplines other than special education (nursing, physical therapy, occupational therapy, speech, human development, applied developmental psychology, social work) and who wish to receive training and experience with multi-risk infants, toddlers, and their families.
TRAINING PROGRAM: The project will offer graduate-level training to prepare Infant/Family Specialists to serve multi-risk infants, birth through age 2 years, and their families. Students will complete coursework and field placements which emphasize multidisciplinary approaches to intervention and working with parents and families in both educational and medical settings. Students also will have the opportunity to receive additional specialized training through externships that will provide highly specific experiences tailored to the unique interests and training needs of the individual student.

Interdisciplinary Training in Special Needs: A Multicultural Emphasis

Special Populations Grant	Funding Period: 1990-93
Director: Patricia Rissmiller	Telephone: (617) 642-0238
Fiscal Agency: Shriver Center (Waltham, MA)	Grant No.: H029E00041

TARGET OF TRAINING: Graduate-level students in nursing, occupational therapy, physical therapy, special education, speech and language pathology, and social work,
TRAINING PROGRAM: The project will offer a two-semester interdisciplinary training program to prepare personnel to provide services to infants, toddlers, and children with or at risk for handicaps who belong to cultural or linguistic minorities. The training vehicle is an interdisciplinary masters-level preservice program that incorporates didactic and practical experiences. Specific program objectives are 1) to provide students with interdisciplinary coursework and practicum experiences in special needs; 2) to train students to provide interdisciplinary diagnostic and therapeutic services; 3) to provide information regarding cultural differences and the relevance of those differences to special needs services; 4) to provide students with experience in special needs programs with families that represent a variety of cultural backgrounds and socioeconomic status; and 5) to increase the supply of special needs professionals who have interdisciplinary training and who are culturally sensitive. Training will occur in field settings where practical experience can be readily integrated with academic education. The settings will be chosen because they offer substantial exposure to minority children with special needs and their families

Preservice Preparation of Minority Personnel to Serve Handicapped Preschool Children from Minority Cultures

Special Populations Grant	Funding Period: 1989-92
Directors: Ena Vazquez-Nuttall & Karin Lifter	Telephone: (617) 437-2485
Fiscal Agency; Northeastern University (Boston, MA)	Grant No.: H029E90040

TARGET OF TRAINING: Masters-level students from minority cultures with backgrounds in school psychology and early childhood special education.

TRAINING PROGRAM: The project will offer preservice training to prepare minority school psychologists and special educators to work with multicultural/bilingual preschoolers and to provide role models. Students will graduate with a C.A.G.S. or master's degree, respectively. Students in special education will complete the state-approved moderate or severe special needs certification program; students in school psychology will complete the two-year, state-approved certification program. Students will complete regular program requirements and enroll in two shared courses with extensive field-based training components: Preschool Psychoeducational Assessment, and Issues in Providing Services to Minority Handicapped Preschoolers. School psychology students also will take a course in Therapies for Preschool and Young Children. Teaching and direct provision of psychological services to minority handicapped preschoolers will be further discussed during several internship and practicum seminars. Fieldwork will take place in school systems with substantial numbers of handicapped minority preschoolers and, where possible, under the supervision of minority practitioners. The internship/practica will focus on practical issues encountered in assessment, teaching, and therapy. Personnel from Counseling Psychology, Rehabilitation, and Special Education Programs will offer the program.

Transdisciplinary Training for Direct Services Personnel in Family-Centered Early Intervention with At-Risk Young Children in Multi-Stressed Families

Special Populations Grant	Funding Period: 1990-93
Director: Estella Fair	Telephone: (601) 266-5163
Fiscal Agency: University of Southern Mississippi (Hattiesburg, MS)	Grant No.: H029E00075

TARGET OF TRAINING: Graduate-level students from special education, speech pathology, psychology, counseling psychology, nursing, social work, community health, dietetics, and family life studies.

TRAINING PROGRAM: The project will develop a preservice training program for the preparation of direct service personnel to provide family-centered intervention with at-risk young children, birth through age 5 years, in multi-stressed families. The target population has an infant mortality rate of 12.3 per 1000, and a low birthweight rate ranging from 17.7-23.7%. Conditions of low educational levels, unemployment, poverty, teenage pregnancy, and single-parent households create multi-stressed families that place children at risk for poor developmental outcomes. The program will provide transdisciplinary training to ensure an integrative concept of professional roles deemed essential to provision of effective and efficient services to these families. Training content will be based on six primary competency areas: 1) normal and atypical child development, 2) legislation related to early intervention, 3) working collaboratively with multi-stressed families using an ecological framework, 4) interdisciplinary and interagency collaboration, 5) provision of hospital-based assessment and intervention, and 6) provision of home/community-based assessment and intervention.

Training Bilingual/Bicultural Teachers to Work with Culturally and Linguistically Different Exceptional Young Children

Special Populations Grant	Funding Period: 1990-93
Director: Carlene Van Etten	Telephone: (505) 277-5018
Fiscal Agency: University of New Mexico (Albuquerque, NM)	Grant No.: H029E00065

TARGET OF TRAINING: Bilingual/bicultural and monolingual/monocultural teachers of children, age 3 to 8 years. Recruitment will address both urban and rural personnel needs.

TRAINING PROGRAM: The project will develop a training program to prepare bilingual/bicultural teachers or monolingual/monocultural teachers to work with young culturally and linguistically different exceptional (CLDE) children and young limited English proficient (LEP) children who may present unusual needs in terms of their bilingual/bicultural background and accompanying physical, medical, or chronic health problems. The interdisciplinary training sequence will (a) provide trainees with the knowledge, skills, and competencies identified as appropriate to teachers of young CLDE children and LEP exceptional children in rural and urban New Mexico, as well as respond to national norms and standards and state certification requirements; (b) provide appropriate varied, and continuous practicum experiences that allow for meeting individual needs; and (c) meet the needs of trainees with various backgrounds and skill levels. Training will lead to either master's degree or certification. The project will refine existing competencies which delineate the multicultural skills specific to personnel preparing for careers with young CLDE/LEP children, and will integrate these competencies into the overall curriculum. Training packages will be utilized in coursework in core classes and will serve as samples which can be check out by teachers.

Preparation of Therapeutic Recreation/Child Life Specialists: Focus on Handicapped and At-Risk Infants, Toddlers, Children, and Youth of Diverse Cultural/Ethnic Backgrounds

Special Populations Grant	Funding Period: 1989-92
Director: Claudette B. Lefebvre	Telephone: (212) 998-5605
Fiscal Agency: New York University (New York, NY)	Grant No.: H029E90029

TARGET OF TRAINING: Undergraduate students in therapeutic recreation.

TRAINING PROGRAM: The project addresses the need for culturally competent therapeutic recreation specialists to serve handicapped and at-risk infants, toddlers, children, and youth from diverse ethnic and cultural backgrounds. Students will be trained to 1) meet the play, recreation/therapeutic recreation, and socio-leisure needs of these children; 2) serve as advocates for and "culture brokers" between culturally diverse service recipients and service providers in a variety of educational and treatment settings; 3) identify training practices that bridge the gaps between awareness of cultural issues and demonstration of culturally appropriate behaviors in programming and delivery of services; 4) conduct status and needs assessment surveys specific to a) cross-cultural training processes, practices, procedures, and resources utilized in higher education programs in recreation and leisure studies, and b) the perceived needs and priorities for cross-cultural training among therapeutic recreation/child life specialists working in the urban NYC metropolitan area; 5) enhance cross-cultural networking and support relationships among higher education programs, students, practitioners, and agencies serving the handicapped; and 6) prepare and disseminate learning resources that enhance cultural competence among practitioners and facilitate delivery of culturally relevant services to special groups of children.

Teacher Training Project for Special Populations within Early Childhood Special Education

Special Populations Grant	Funding Period: 1990-93
Director: Ruth Gold	Telephone: (516) 560-5782
Fiscal Agency: Hofstra University (Hempstead, NY)	Grant No.: H029E00018

TARGET OF TRAINING: Graduate-level students in early childhood special education.
TRAINING PROGRAM: The project will develop a preservice training program to prepare teachers to provide effective, culturally appropriate programming to meet the needs of young children, age 3 through 5 years, from diverse ethnic and cultural backgrounds who have handicapping conditions, and to facilitate their transition into local district programs. The field-based training program integrates coursework and practical experience, and emphasizes developing positive interactions with families from minority backgrounds. A unique features of training is the use of Mediated Learning Experiences. Students will attend university classes in the late afternoon; during the morning they will participate in field settings that will familiarize them with a variety of programs for preschoolers with handicapping conditions. Large-group, field-related seminars will be held at the university every other week, alternating with seminars at field site. A master teacher at each site will coordinate activities with the project director. Field sites will provide opportunities for students to observe and model the performances of skilled service providers from various fields who work with children and families from diverse cultures. Students will take part in team meetings, parent conferences, and inservice activities at the site. Training will lead to a Master of Science in Early Childhood Special Education and New York State certification.

Professionals Relating Effectively to Parents in At-Risk Environments (Project PREPARE)

Special Populations Grant	Funding Period: 1990-93
Director: Marilyn Espe-Sherwindt	Telephone: (513) 559-4321
Fiscal Agency: Cincinnati Center for Developmental Disorders (Cincinnati, OH)	Grant No.: H029E00066

TARGET OF TRAINING: Graduate students in early childhood special education.
TRAINING PROGRAM: Project PREPARE will develop a three-quarter sequence within the University of Cincinnati's master's program in Early Childhood Special Education to train early interventionists in the skills needed to work effectively with parents in specific at-risk environments. The model will emphasize the key elements of exemplary intervention training: knowledge base, field-based experience, supervision, and collegial support. Training addresses the specific knowledge base required to work effectively with persons in at-risk environments, and provides additional seminars and supervised field-based experiences. The project will develop a consortium of "nontraditional" community placements (e.g., mental health clinics, programs for adults with mental retardation, substance abuse treatment programs, protective services agencies) which will provide field-based experience and supervision for students to practice and refine these skills. Stipends will be offered to masters-level early intervention students to increase their skills by participating in the University Affiliated Cincinnati Center for Developmental Disorders high-risk early intervention program, as well as the consortium placements. The preservice training model will be evaluated and disseminated nationally.

Preservice Training in Early Childhood Special Education

Special Populations Grant	Funding Period: 1989-92
Director: Eloina Rodriguez	Telephone: (809) 764-0000, Ext 2263
Fiscal Agency: University of Puerto Rico (Rio Piedras, PR)	Grant No.: H029E90052

TARGET OF TRAINING: Undergraduate students in the special education program who are in their third year of undergraduate studies.
TRAINING PROGRAM: The project will offer an upper level undergraduate preservice training program to prepare teachers to work with young children, age 3 to 5 years, with handicaps. The program will consist of a 22-credit sequence of courses and practicum. Training is designed to a) enhance the development of handicapped preschoolers and minimize their potential for developmental delay; b) minimize the need for special education and related services for these children when they reach school age; c) minimize the likelihood of institutionalization for these children; d) maximize the potential for independent living; and e) enhance the capacity of families to meet their children's special needs. The project will lead to the institutionalization of a sub-specialization in Early Childhood Special Education at the University of Puerto Rico.

U.S. Preparation of Speech Pathology and Audiology Personnel in Developmental Communication

Special Populations Grant	Funding Period: 1989-92
Director: Maynard D. Filter	Telephone: (703) 568-6440
Fiscal Agency: James Madison University (Harrisonburg, VA)	Grant No.: H029E90006

TARGET OF TRAINING: Masters-level students in speech and hearing sciences.
TRAINING PROGRAM: The project will develop a 9-credit emphasis in the area of infant communication within the Department of Speech Pathology and Audiology to prepare specialists in the area of developmental communication. The specialized emphasis on infant communication will be provided as a module within the existing core curriculum, and will include coursework addressing normal and atypical development, and remediation for the delayed/disordered infant and family. Techniques for identification, assessment, and management will be included in both didactic and clinical experiences to be completed by the trainee within the two-year graduate program.

Production of Videotapes of Health Care Procedures for Severely Handicapped Children

Special Projects Grant	Funding Period: 1989-92
Director: Ann Smith	Telephone: (303) 270-8733
Fiscal Agency: Health Sciences Center, University of Colorado (Denver, CO)	Grant No.: H029K90161

TARGET OF TRAINING: Special educators; classroom aides; related services personnel, including nurses, therapists, social workers, and support staff; and regular education personnel.
TRAINING PROGRAM: The project will develop four videotapes demonstrating selected health-related procedures, with accompanying skill evaluation videotapes for testing trainee competency, designed for educational and support personnel working with children with disabilities in a variety of educational settings. The 30-minute training videos will address such skill activities as oral suctioning, catheter care, clean intermittent catheterization, stoma care, positioning, care of emergency equipment, and infectious disease control. A series of 8 to 10 critical events involved in each skill will be identified. For example, for nasogastric tube feeding, these events are equipment, preparation of the student, test for tube placement, tube aspiration, placement of bottle, checking prescribed formula, regulating fluid, cleaning and string, feeding equipment, and post-feeding care of the student. These events will be written into script form and produced as a separate trainee evaluation tape in a parallel production to the instructional tape. The evaluation packages can be used for pre-testing, post-testing, comparison of group or individual competence levels, screening for readiness for actual performance demonstration, and self-evaluation of knowledge and problem analysis related to skills.

Inservice Program for Intermediate Care Facility Staff Meeting the Developmental Needs of Medically Fragile/Severely Handicapped Children, Birth-to-Three, and Their Families

Special Projects Grant	Funding Period: 1989-93
Director: Judith Pokorni	Telephone: (202) 687-8635
Fiscal Agency: Georgetown University Child Development Center (Washington, DC)	Grant No.: H029K90118

TARGET OF TRAINING: Medical, nursing, and related services professionals; social service staff; and paraprofessional caregiving staff.
TRAINING PROGRAM: The project will develop an inservice training program to provide intermediate care facility staff with the knowledge, attitudes, and skills needed to respond to both the developmental needs of chronically ill and severely handicapped infants and young children, and the needs of their families. Content will address the cognitive, psychomotor, and psychosocial needs of these children; fostering optimal development; interdisciplinary programming; and case management. The curriculum will consist of a package of videotaped learning segments with accompanying training guides, in order to accommodate inservice needs of round-the-clock intermediate care facility personnel. An interdisciplinary review committee will review the curriculum in its formative stages. Training materials will be field-tested in the Washington/Baltimore area before implementation at six other sites across the country.

Model for Outreach Training in Infant Intervention

Special Projects Grant
Director: Nancy L. Peterson
Fiscal Agency: University of Kansas (Lawrence, KS)

Funding Period: 1989-92
Telephone: (913) 864-4954
Grant No.: H029K90215

TARGET OF TRAINING: Professionals in early childhood special education who are already working with handicapped or at-risk infants and toddlers or who wish to move into job position working with this population.
TRAINING PROGRAM: The project will develop a specialized training sequence for personnel interested in working with infants and toddlers with disabilities, including young children (under age 5 years) with severe/multiple disabilities whose developmental levels are commensurate with that of an infant. The outreach training model builds upon previous curricula for training infant interventionists and will be designed to upgrade the skills and overall expertise of employed professionals in early childhood special education. The project will reorganize and expand the current curriculum into new course formats to address specific trainee needs. The project will develop delivery formats that allow rapid training of large numbers of personnel to work with infants with disabilities and their families, and of persons who can train others. Training will be delivered in locations and on schedules that give better access to persons at remote locations throughout the state. To accommodate the needs of individuals whose full-time employment typically restricts their willingness or ability to handle additional workloads, curriculum content will be provided in smaller segments or "mini-courses."

Interdisciplinary Inservice Training Model for Early Intervention

Special Projects Grant
Director: Camille Catlett
Fiscal Agency: American Speech-Language-Hearing
Association (ASHA) (Rockville, MD)

Funding Period: 1989-92
Telephone: (301) 897-5700
Grant No.: H029K90134

TARGET OF TRAINING: Teams of professionals, which include speech-language pathologist, occupational therapist, physical therapist, and early childhood special educator.
TRAINING PROGRAM: The project will develop a training program to prepare interdisciplinary teams of professionals to provide appropriate services to infants and toddlers with special needs and their families. The project will develop a package of instructional materials, including videotapes, slides, and manuals, and field test the materials using a trainer-of-trainers model. As many as 51 integrated programming teams, drawn from the 50 states and the District of Columbia, will attend a training institute designed to a) provide instruction in the design and implementation of infant, toddler, and family services within the context of the integrated programming teams, and b) provide the team with the skills procedures, and instructional materials for training other teams. Each team will return to its home state prepared to train at least five additional teams. Evaluation of instructional strategies, materials, and project impact will be conducted throughout the project. The project represents a collaborative effort among six national professional organizations: ASHA, the Council for Exceptional Children, the National Association of State Directors of Special Education, the American Physical Therapy Association, the American Occupational Therapy Association, and the Parent Educational Advocacy Training Center. Additional collaboration with state lead agencies for the birth-to-2 population will enable training to be conducted in the most cost-effective manner.

Project VISIT

Special Projects Grant	Funding Period: 1990-93
Director: Margot Kaplan-Sanoff	Telephone: (617) 534-4767
Fiscal Agency: Boston City Hospital (Boston, MA)	Grant No.: H029K00047

TARGET OF TRAINING: Child care staff of existing centers; and community volunteers.
TRAINING PROGRAM: Project VISIT offers a model of extensive, cost-effective, inservice training for child care providers who work with children from low-income families in rural and urban communities who are at risk for a variety of adverse behavioral and developmental outcomes due to medical and environmental factors. The project sends early childhood specialists and community volunteers to "visit" with identified children in centers and homes. The daily reality of the problems which children living in poverty raise for child care staff serves as the common ground for training at each site, allowing early childhood specialists to provide continuous, on-site training and support around such issues as assessment, educational planning, curriculum development, and management strategies. Community volunteers function as additional personnel in the classroom, allowing staff to focus on observation, teaching techniques, and problem-solving strategies with identified children. Project VISIT also offers a collaborative medical-educational training component. Developmental pediatricians from Boston City Hospital will provide consultation to project staff and a weekly call-in hour for child care staff participating in the project. The pediatricians and early childhood specialists will co-write a training manual focusing on the medical aspects and classroom management of learning problems in children who are at risk for delay due in part to medical problems associated with poverty.

Child Abuse Prevention: An Innovative Model for Early Childhood Professionals

Special Projects Grant	Funding Period: 1990-92
Director: Paula Goldberg	Telephone: (612) 827-2966
Fiscal Agency: The PACER Center, Inc. (Minneapolis, MN)	Grant No.: H029K90010

TARGET OF TRAINING: Teachers, aides, early childhood coordinators, day care providers, public health nurses, related services personnel, and parents.
TRAINING PROGRAM: PACER (Parent Advocacy Coalition for Educational Rights), a coalition of disability groups in Minnesota, will develop a training program related to the issues of child abuse and children with disabilities, birth through age 5 years. The project has three levels of services. Level I--Information and Dissemination: PACER will develop a 20-page booklet dealing with child abuse as it affects children, birth through age 5 years, with emphasis on children with disabilities. Level II--Training of Early Childhood Professionals, Teachers, Parents, and Other Interested Persons: PACER will develop a training model on child abuse recognition and intervention, emphasizing the relationship of child abuse and disabilities, for teachers and other personnel who work with young children. The project will conduct two day-long workshops each year, and will offer four 3-hour inservice sessions. Level III--Replication and Training of Special Education Teachers and Other Early Childhood Professionals: PACER will adapt the specialized model on child abuse for replication with personnel and parents in rural settings. The project will offer three to four inservice sessions, and will prepare an outline, transparencies, and other materials to enable school districts and other groups across the state to replicate the training model for educators.

Preservice, Multidisciplinary Model for Training Nurses in the NICU

Special Projects Grant
Director: Virginia Wyly
Fiscal Agency: State College of Buffalo (Buffalo, NY)
Funding Period: 1989-92
Telephone: (716) 878-6027
Grant No.: H029K90075

TARGET OF TRAINING: Nurses in neonatal intensive care units (NICUs), nursing faculty of academic training programs, and related NICU health professionals.
TRAINING PROGRAM: The project will develop, implement, refine, and evaluate a multidisciplinary training-of-trainers, preservice training model for nurse care professionals who work in the neonatal intensive care unit (NICU). Training will emphasize the need for psychosocial interventions for infants and families in the NICU and facilitation of parent-infant interactions. Trainees will receive intensive training in the Nurse-Parent Training Curriculum, developed in a previous project, which addresses three content areas: The Nurse in the NICU, the Infant in the NICU, and the Family in the NICU. These trainees in turn may act as trainers within their own school or hospital unit. Model activities will take place in three phases: Phase I--Planning, Development, and Field Test; Phase II--Training; and Phase III--Evaluation and Dissemination. Evaluation of the training model will focus on its effectiveness in meeting project objectives and on attainment of training competencies. The preservice model, refined curriculum, and program products will be made available to hospitals, nursing schools, and other professional training programs.

Training Model to Prepare Paraprofessionals to Work with Infants, Toddlers, and Preschool Children

Special Projects Grant
Director: Anna Lou Pickett
Fiscal Agency: City University of New York (New York, NY)
Funding Period: 1990-93
Telephone: (212) 642-2948
Grant No.: H029K00037

TARGET OF TRAINING: Paraprofessionals involved in programs providing special education and related services.
TRAINING PROGRAM: The project addresses the need to improve the quality of on-the-job performance of paraprofessionals through structured training. The project will develop and pilot test a series of instructional modules for paraprofessionals working in (a) home- or center-based programs for children, birth through age 5 years, (b) secondary vocational and transition programs, and (c) integrated classrooms and other settings. These modules will supplement materials designed to prepare paraprofessionals to work in more traditional special education programs. The project also will develop a manual and program of technical assistance for administrators and staff developers in provider agencies and institutions of higher education. The materials and guidelines developed will serve as a resource for administrators and staff developers in state department fo education, local education agencies, and institutions of higher education, and will provide these organizations with information and strategies they can build on to strengthen preservice and inservice training for paraprofessionals.

Integrating Early Intervention Services into Community Programs: Training Staff to Monitor Child Progress

Special Projects Grant	Funding Period: 1990-93
Director: Joyce Peters	Telephone: (503) 838-8812
Fiscal Agency: Teaching Research Division (Monmouth, OR)	Grant No.: H029K00028

TARGET OF TRAINING: Professionals currently serving young children in regular community child care programs; most hold a baccalaureate degree in education or early childhood.

TRAINING PROGRAM: The project will develop a cost-effective inservice program to train child care personnel to select and implement functional instructional formats and data systems for monitoring child progress. Content of the training will focus on skills for selecting and implementing nonintrusive systems for data collection appropriate to regular preschool settings. Training will be competency-based, and trainees will be expected to meet five objectives: 1) understanding of 27 behavioral terms (e.g., age appropriate, developmentally appropriate, early intervention); 2) knowledge of the law and its applications in the classroom; 3) knowledge of various instructional formats that accommodate implementation of IEP goals; 4) ability to utilize a variety of data collection forms, analyze data, and modify instructional programs accordingly; and 5) demonstrated ability to select and apply an appropriate instructional format and data system in small group and individual settings. The project will work collaboratively with community agencies to identify programs (e.g., Head Start, private preschools, and corporate child care) in which children with disabilities can be integrated. A needs survey will be sent to community programs in several states at the beginning of the project. Dissemination activities will incorporate the training of trainers and follow-up technical assistance to the adopting sites.

Training and Support Model for Community Based Preschool/Child Care Programs

Special Projects Grant	Funding Period: 1990-93
Director: Torry Piazza Templeton	Telephone: (503) 838-8766
Fiscal Agency: Teaching Research Division (Monmouth, OR)	Grant No.: H029K00042

TARGET OF TRAINING: Professionals and paraprofessionals who provide preschool/child care but who have not been trained to serve children with disabilities.

TRAINING PROGRAM: The project will develop, evaluate, and disseminate an inservice training program for child care personnel who wish to serve preschool children with disabilities in integrated, community-based programs. The program will focus on two crucial elements: 1) training child care personnel in the skills necessary to serve children with disabilities, and 2) providing support to personnel in the use of best practices within the typical early childhood setting. The project's philosophy is that preschool child care personnel need not necessarily change their current roles to serve children with disabilities appropriately. Rather, they need to broaden their existing roles to embrace the special needs of these children. The project will develop training materials to facilitate implementation of the program and design a follow-up plan to provide multidisciplinary support to the community program. Dissemination activities will include awareness presentations at conferences and workshops, journal articles, and training of trainers. Evaluation of the training model, materials, and replication efforts will occur at four levels: participant satisfaction, acquisition of skills during training, implementation of skills in the work environment, and change in participant behavior as it relates to training competencies.

Preparation of Special Education and Related Services Personnel to Work with Young Handicapped Children in Rural Areas

Special Projects Grant	Funding Period: 1989-94
Directors: Cordelia Robinson & Robbie Kendall	Telephone: (803) 323-2244
Fiscal Agency: Human Development Center, Winthrop College (Columbia, SC)	Grant No.: H029K90226

TARGET OF TRAINING: Personnel working with young children with disabilities in rural school districts who do not meet qualifying criteria for Early Childhood Special Education, or diagnostic or administrative staff who wish to obtain background in working with children with disabilities; 2) professionals in community settings, such as community health nurses, child care personnel, Head Start staff, special services personnel, and developmental therapists (e.g., physical therapists, speech pathologists), who serve or plan to serve young children with disabilities; and 3) undergraduate or graduate students special education, early childhood education, physical education and recreation, school psychology, social work, or nutrition.
TRAINING PROGRAM: The project will develop, refine, and offer a series of specialized educational programs to prepare personnel from education and related service disciplines to work with young children with disabilities and their families. The specialized coursework will be offered in rural communities throughout South Carolina on an inservice training basis. Employed trainees may be working toward a specific degree or certification criteria. The project will offer a three-course sequence of specialized content experiences related to working with handicapped and at-risk infants and preschoolers and their families, and will provide ongoing resource assistance a telementoring process.

Development of a Videodisc-based Program to Teach Naturalistic Intervention Strategies to Early Childhood Special Educators and Related Service Personnel

Special Projects Grant	Funding Period: 1991-94
Director: Sarah Rule	Telephone: (801) 750-1991
Fiscal Agency: Utah State University (Logan, UT)	Grant No.: H029K10014

TARGET OF TRAINING: For preservice training, undergraduate students (juniors and seniors) in special education, communication disorders, or family and human development; for inservice training, interdisciplinary personnel with baccalaureate degrees in special education or related service fields (including professionals with certification and paraprofessionals) who are serving young children with disabilities in home and preschool settings.
TRAINING PROGRAM: The project will develop, field-test, and evaluate a videodisc-assisted, competency-based curriculum for use in inservice or preservice training of early intervention personnel. The curriculum will address naturalistic teaching strategies (e.g., activity-based instruction, skill cluster instruction, milieu approach, and incidental teaching) and will describe and demonstrate these strategies across developmental domains with children, birth to age 5 years, who have a variety of disabilities. It will demonstrate the strategies (a) across activities, such as play, naturally occurring daily care routines, typical preschool activities; (b) across environments, including homes and center-based settings; and (c) with various intervenors, including special educators, related service personnel, and family members. Training will include classroom activities and field-based assignments. The completed training package will include two Level I videodiscs, a trainer's manual with instructions for teaching and field supervision, and participant manuals.

Statewide Inservice for Early Intervention Personnel to Implement Public Law 99-457

Special Projects Grant
Director: Thomas Clark
Fiscal Agency: Utah State University (Logan, UT)

Funding Period: 1989-92
Telephone: (801) 752-4601
Grant No.: H029K90016

TARGET OF TRAINING: Masters-level professionals working in home- or center-based early childhood or preschool programs. Participants have undergraduate backgrounds in special education, early childhood, physical therapy, social work, nursing, speech pathology and audiology, and related disciplines.

TRAINING PROGRAM: The project will offer an inservice training program to prepare personnel to work with young children, birth through age 5 years, with special needs. The project will develop five 3-semester-hour courses: Infant/Child Development; Atypical Child Development (Birth through 5); Interaction with Families; Program Implementation (Birth through 2)--Home-Based Programming; and Assessment of the Infant, Toddler, and Preschool-Aged Child with Special Needs. These courses will be taught in all regions of Utah through a six-hour on-site regional weekend session, twelve hours of home study, two ComNet sessions or on-site sessions, and a final six-hour on-site session. Each course will be developed by a curriculum development specialist and field-tested regionally. A program delivery specialist will assist in finalizing and packaging the inservice courses for use in regional inservice training and through Utah State University's extension program and preservice early childhood programs. The project is working closely with state agencies in determining personnel needs in Utah. The training credit may be applied toward a Master of Science degree in Special Education or Communicative Disorders, and/or toward statewide certification in early childhood intervention.

Family-Centered Early Intervention Personnel Preparation Model

Special Projects Grant
Director: Angela Capon
Fiscal Agency: Center for Developmental Disabilities,
University of Vermont (Burlington, VT)

Funding Period: 1990-93
Telephone: (802) 656-4031
Grant No.: H029K00032

TARGET OF TRAINING: Faculty of small/rural universities and colleges preparing early interventionists in the areas of special education, nursing, medicine, social work, speech and language pathology, and occupational and physical therapy.

TRAINING PROGRAM: The project will develop, implement, and evaluate a model designed to enable professionals involved in the preparation of early interventionists to (1) develop an understanding of the principles of the family-centered approach to early intervention services delivery, and (2) infuse these principles into all aspects of their personnel preparation programs. The term "early interventionist" refers to any professional who provides early intervention services to young children with special needs and their families, and is not intended to exclude any profession or discipline. The project will offer a series of week-long intensive Leadership Institutes for faculty working in small/rural universities and colleges throughout Vermont and New England. Curriculum content for the Institutes will be reviewed and revised six times by a national panel of experts. During the final project year, curricular materials will be finalized and prepared for state, regional, and national dissemination. Dissemination materials will include a Family-Centered Early Intervention Personnel Preparation Model Manual that includes guidelines for the preparation of family-centered early intervention personnel, as well as materials and activities enabling the implementation of those guidelines.

Training Project for Early Intervention Parent/Professional Teams

Special Projects Grant
Director: Nona Flynn
Fiscal Agency: Parent Educational Advocacy Center
(Alexandria, VA)

Funding Period: 1990-93
Telephone: (703) 836-2953
Grant No.: H029K00019

TARGET OF TRAINING: Parent/professional teams.

TRAINING PROGRAM: The project will develop a replicable model for training parent/professional teams, each comprised of a parent of an exceptional child and an early childhood professional. These teams, based in local community resource centers, will provide support services to families of exceptional children, birth to age 6 years, and to early childhood professionals. Through this partnership approach in a community service setting, information and training services will be focused upon enabling and empowering families by building on their strengths to meet identified needs. The proposed training curriculum, designed with direction from state interagency committees, will be tested and refined initially with six parent/professional teams, and then replicated in twelve additional communities in two states. A trainer's manual will be developed to enable state education agencies to continue the team training model. At the state level, support for the parent/professional team training model will be established through the Interagency Coordinating Council and other agencies responsible for services to families of young exceptional children. The model also will be integrated into the Comprehensive System for Personnel Development. Dissemination of the model will occur through direct consultations with other states and concentrated promotion through national organizations. The Parent Educational Advocacy Training Center will initiate the training model in collaboration with the state education agencies in Virginia and West Virginia.

Into/Improving the Mainstream

State Education Agency Grant
Director: Joni Block
Fiscal Agency: State Department of Education (Quincy, MA)

Funding Period: 1991-94
Telephone: (617) 770-7289
Grant No.: H029H10016

TARGET OF TRAINING: Educators, administrators, therapists, child care workers, and paraprofessionals working in early childhood programs; and parents.
TRAINING PROGRAM: The project is a collaborative effort between the Bureau of Early Childhood Programs of the Massachusetts Department of Education and institutions of higher education and other agencies in Massachusetts to provide training that will increase the ability of personnel to care for and educate young children with special needs in developmentally appropriate, integrated early childhood programs. One goal is to help institutions of higher education (IHEs) develop competencies to meet the requirements for the N-3 Certificate (Nursery through 3rd grade), which goes into effect in fall 1994. The project will contract with several IHEs to provide train-ing to personnel from public and private schools and agencies that serve young children with and without special needs. Training is implemented in two phases: Level I--Into the Mainstream, a five-day summer institute with follow-up (i.e., site visits, consultations), and Level II--Improving the Mainstream, a two-and-one-half day advanced training seminar with follow-up. College credit at the undergraduate, graduate, or alternative level will be awarded by the institution attended for successful participation in and completion of each program (3 credits for Level I; 2 credits for Level II). Selection of participants is conducted by lottery. Applications must be submitted by interdisciplinary teams consisting of administrators, professionals, paraprofessionals, and/or parents (two to four participants) from a program or agency.

INDEX A:

Index to Project Abstracts by Program Category

INDEX A

This index references project abstracts by program category within the following divisions of OSERS: the Division of Educational Services, the Division of Innovation and Development, and the Division of Personnel Preparation. Within each project category under these divisions, projects are listed in order by state and, within each state, alphabetically by project title. Projects in the Early Education Program for Children with Disabilities under the Division of Educational Services are further divided by project subcategory within project category. The city/state location of each project is indicated parenthetically after the project title. Page references give both the page number of the project abstract and its placement on the page (A = upper half, B = lower half).

DIVISION OF EDUCATIONAL SERVICES

Early Education Program for Children with Disabilities (EEPCD)

Demonstration Projects:

Nondirected Demonstration Projects

Delivering Special Education Services in Urban Culturally Diverse Child Care Centers to Preschool Age Children with Disabilities Prenatally Exposed to Drugs/Alcohol (Los Angeles, CA) 89A

Implementing IFSPs in a Culturally Diverse Infant Program (Los Angeles, CA) .89B

Demonstration Early Childhood Project: Effective Partnerships for Integrated Classrooms (Boulder, CO) 90A

CAPS (Caregiver and Parent Support): Hospital-Based Intervention for High-Risk Infants (Washington, DC) 90B

Project CARE (Coordinate and Access Resources for Early Intervention) (Washington, DC) 91A

Connection Hints: A Model for Implementing 99-457 in a Large Inner City (Chicago, IL) 91B

Technology Team Assessment Process (TTAP) (Macomb, IL) 92A

Southeast Kansas Regional Birth to Three Project (Parsons, KS) 92B

Project GAINS (Gaining Access/Integrating Needed Services) (Newton, MA) 93A

EPIC: Ecobehavioral Programming for Individual Children (Minneapolis, MN) 93B

Dynamic Communication Process Model: For Rural and Remote Regions (Missoula, MT) 94A

Successful Integration of Infants and Toddlers with Disabilities through Multidisciplinary Training (Salem, NH) 94B

Project NEW-TeamS (Neurobehavioral, Ecological, Wholistic Team System) (Albuquerque, NM) 95A

Integrated Early Intervention Service Delivery Project (Valhalla, NY) 95B

Infant Care Project: A Mother-Child Intervention Model Directed at Cocaine Use during Pregnancy (Durham, NC) 96A

MED-ED (MEDical-EDucational Early Intervention Project) (Morganton, NC) 96B

Search-II: Systems Effect of the Acquisition of Response-Contingent Human Behavior--Effects on Teachers (Morganton, NC) 97A

Akron City School District Integrated Preschool Project (Akron, OH) 97B

Family-Centered Model of Coordinated Services for Young Children with Chronic Illness and Disabilities: Personalized Pediatric Coordinated Services (PPCS) (Mantua, OH) 98A

Family-Centered Project: Services for Foster Care Families of Infants and Toddlers Prenatally Exposed to Drugs (Akron, OH) 98B

A Video Mediated Curriculum for Parent-Child Social and Communicative Development (Columbus, OH) 99A

An Active Learning Approach to the Acquisition of Functional Problem-Solving Skills for Young Children with Multiple Disabilities (Portland, OR) 99B

A Community Organization and Video Technical Assistance Model for Establishing Quality Supplemental Day Care for Handicapped Children (Eugene, OR) 100A

Nondirected Model Demonstration Program: Activity-Based Intervention (Eugene, OR) 100B

Parents and Infants Responding (PAIR) (Philadelphia, PA) 101A

Project BLEND (Beginning Learning Experiences in Developmental Integrated Groups and Home) (Nashville, TN) 101B

Project AHEAD (At HomE and At Daycare) (Logan, UT) 102A

Project SpecialCare (Lightfoot, VA) 102B

The Communication Model Demonstration (Seattle, WA) 103A

Information Management Projects

Information Systems

Part H MIS (Juneau, AK) 104A

Co-Track (Denver, CO) 104B

Information Management of Services for Handicapped Infants and Toddlers (Gainesville, FL) 105A

Early Intervention Tracking System (EITS) (Honolulu, HI) 105B

Establishing an Early Intervention Information Management System for Ohio (Columbus, OH) 106A

Project INMESH: Information Management of the Education System for the Handicapped (Providence, RI) 106B

Information Management of Services for Infants and Toddlers in Washington State (Seattle, WA) 107A

Inservice Training Projects:

Inservice Training for Related Services Personnel Projects

The UIC Therapeutic Partnership Project (Chicago, IL) 109B

Building Blocks: An Early Childhood Inservice Education Program for Speech-Language Pathologists and Audiologists (Rockville, MD) 111B

Project TIE (Teams in Early Intervention) (Albuquerque, NM) 117A

Institute and Faculty Inservice Training for Related Services Personnel (Valhalla, NY) 118A

Medically Fragile Inservice for Related Services Teams (M-FIRST) (Portland, OR/Seattle, WA) 121A

Collaborative Consultation: Inservice Training for Related Services Personnel in Early Intervention (Pittsburgh, PA) 122A

Wisconsin Family-Centered Inservice Project (WFCIP) (Madison, WI) 125A

Model Inservice Training

Technology Inservice Project (Macomb, IL) 109A

Project KITS (Kansas Inservice Training System) (Parsons, KS) 110B

First CHANCE (Children with Handicaps Assisted and Nurtured in Childcare Environment) (Canton, MA) 112A

Family-Focused, Infant-Toddler, Transagency Training Project (Project F.I.T.) (Detroit, MI) 112B

Inservice Training and Support of Personnel to Serve Young Children with Disabilities (Detroit, MI) 113A

Project ENHANCE: An Inservice Training Model for Early Childhood Education Serving Students Who Have Autism and/or Related Disorders (Wayne, MI) 113B

Developing and Evaluating a Model of Inservice and Technical Assistance to Prevent Challenging Behavior in Preschoolers (Minneapolis, MN) 114A

Project IDEEA (Individualized Development for Early Education Agencies) (Kansas City, MO) 115B

Project CLASS (Cooperative Learning: Acquiring Specialized Skills) (Missoula, MT) 116A

Productive Waiting Project (Albuquerque, NM) 116B

The COACT Project: Interdisciplinary Family-Focused Team Training for Related Services Personnel (Columbus, OH) 118B

The Preschool Technology Team Training Project (Tallmadge, OH) 120A

Inservice Training for Intra-Team Collaboration and Effective Interaction with Parents by Early Intervention Professionals, Paraprofessionals, and Related Services Personnel (Project PPI) (Eugene, OR) 120B

Project TEAM: The Related Services Team in Community Settings (Monmouth, OR) 121B

Project STEEM: Systematic Training for Early Elementary Mainstreaming (Pittsburgh, PA) 122B

Visually Impaired Inservice in America (VIISA) (Logan, UT) 123A

Caring for Infants and Toddlers with Disabilities: New Roles for Physicians (Lightfoot, VA) 124A

Family Child Care Integration Project (Alexandria, VA) 124B

Multidisciplinary Training Programs for Child Care Personnel Projects

Preparation of Early Childhood Paraprofessionals and Related Professionals to Deliver Integrated Developmentally Focused Child Care for Medically Fragile Infants and Toddlers (Denver, CO) 108A

Bridging the Gap: Inservice Training for Child Care Personnel (Washington, DC) 108B

Best Practices in Integration (BPI Project) (Bloomington, IN/West Lafayette, IN) 110A

Project Lexington (Lexington, KY) 111A

Development of a Replicable Coaching Model to Provide Inservice Training (Hattiesburg, MS) 114B

Missouri TIKES: Training Individuals to Care for Exceptional Students (Columbia, MO) 115A

Day Care Inservice Training Model on Young Children with Special Needs (Valhalla, NY) 117B

Comprehensive Integrated Training for Personnel in Community Preschool/Child Care Programs: Preschool Integration Network (Akron, OH) 119A

Early Integration Training Project (EITP) (Columbus, OH) 119B

The Wasatch Project: Transdisciplinary, Consultant-Based Training Program for Migrant and/or Rural Head Start Personnel (Logan, UT) 123B

Outreach Projects

National/Multistate Projects

Project CIP: Community Integration Project (Washington, DC) 126A

FACTS (Family and Agency Collaboration through Technical Support) (Altamonte Springs, FL) 126B

Georgia Developmental Therapy Preschool Outreach Project (Athens, GA) 127A

Rutland-Developmental Therapy Outreach Project (Athens, GA) 127B

PPT: Preschool Preparation and Transition Outreach Project (Honolulu, HI) 128A

Project Vision (Moscow, ID) 128B

ACTT Outreach (Activating Children Through Technology) (Macomb, IL) 129A

PEECH: Programming for Early Education of Children with Handicaps (Champaign, IL) 129B

RAPYHT Outreach Project (Retrieval and Acceleration of Promising Young Handicapped and Talented) (Champaign, IL) . . . 130A

Bridging Early Services Transition Project--Outreach (McPherson, KS) . . . 130B

Skills for Promoting Integration in Preschool, Kindergarten, and First Grade Classrooms (Kansas City, KS) . . . 131A

Project STEPS (Sequenced Transition to Education in the Public Schools) Outreach Project (Lexington, KY) . . . 131B

Project Reach ME--Maine's Birth to Five Early Intervention Outreach Model (Augusta, ME) . . . 132A

BEACON Outreach Project (Dedham, MA/Redington Shores, FL) . . . 132B

ERIN Outreach Program (Dedham, MA/Redington Shores, FL) . . . 133A

Project WIN Outreach (Quincy, MA) . . . 133B

Steps for Kids: A Family Recovery Outreach Training Project (Boston, MA) . . . 134A

Transactional Intervention Program: A National Outreach Training Project (Ypsilanti, MI) . . . 134B

Project Dakota Outreach (Eagan, MN) . . . 135A

Educational Home Model Outreach Project (Missoula, MT) . . . 135B

Montana Early Intervention (0-5) Outreach Project (Missoula, MT/Billings,MT) . . . 136A

VIDEOSHARE Model Outreach Project (Missoula, MT) . . . 136B

Project Continuity (Omaha, NE) . . . 137A

Project Ta-kós (Albuquerque, NM) . . . 137B

Birth to Three Inservice Model Outreach (Valhalla, NY) . . . 138A

Niños Especiales Outreach Program (Valhalla, NY) . . . 138B

The Regional Program for Preschool Handicapped Children Outreach (Yorktown Heights, NY) . . . 139A

Charlotte Circle Outreach (Charlotte, NC) . . . 139B

Family Enablement Project (Morganton, NC) . . . 140A

Project SUNRISE (Systematic Use of Newly Researched Interventions by Special Educators) (Morganton, NC) . . . 140B

The Family Network (Akron, OH) . . . 141A

EPS Linked System of Assessment, Intervention and Evaluation for Early Intervention Programs (Eugene, OR) . . . 141B

Teaching Research Integrated Preschool (TRIP) Model (Monmouth, OR) . . . 142A

LEAP Outreach (Pittsburgh, PA) 142B

Project TLC: Technology-Learning-Collaboration National Outreach Project (Harrisburg, PA) 143A

Cognitive Education for Young Handicapped Children: National Outreach through Regional Centers (Nashville, TN) 143B

Magnolia Circle Outreach (Nashville, TN) 144A

Integrated Outreach Project (Logan, UT) 144B

Multi-Agency Project for Preschoolers (MAPPS) Outreach (Logan, UT) 145A

Project INSITE Outreach (Logan, UT) 145B

SKI*HI Outreach (Logan, UT) 146A

Statewide Replication of a Model for Early Childhood Special Education Program Development in Rural Settings (Burlington, VT) 146B

Project Trans/Team Outreach (Lightfoot, VA) 147A

NICU Transition Project (Seattle, WA) 147B

Portage Multi-State Outreach Project (Portage, WI) 148A

Research and Experimental Projects:

Nondirected/Experimental

Project Assist (College Park, MD) 149B

Enhancing the Use of Mastery Behaviors by Young Children with Severe Cognitive Delays (Minneapolis, MN) 150A

A Comparison of Four Interventions for VLBW Infants at Risk for Medical Complications and Developmental Disabilities (Akron, OH) 150B

Research on Early Childhood Program Features

ECLIPSE (Effective Child Language Intervention in PreSchool Environments) (Kansas City, KS/Seattle, WA) 149A

Comparative Effectiveness of Two Intervention Approaches for Enhancing Motor Functioning of Infants with or at Risk for Significantly Delayed Development (Philadelphia, PA) 151A

Language Instruction Component Evaluation (Seattle, WA) 151B

Research Institutes

Early Childhood Research Institute on Substance Abuse (Kansas City, KS/Minneapolis, MN/Vermillion, SD) 152A

Kansas Early Childhood Research Institute--Transitions (Lawrence, KS) 152B

National Collaborative Research Institute for Early Childhood Intervention (Boston, MA) 153A

Carolina Institute for Research on Infant Personnel Preparation (CIRIPP) (Chapel Hill, NC) 153B

Research Institute on Preschool Mainstreaming (Pittsburgh, PA) 154A

Early Intervention Research Institute (Logan, UT) 154B

Technical Assistance Center

National Early Childhood Technical Assistance System (NEC*TAS) (Chapel Hill, NC) 155A

DIVISION OF INNOVATION AND DEVELOPMENT (DID)

Field Initiated Research Grants

Enhancing Communication Skills of Young Children with Severe Disabilities through Partner Programming (Tucson, AZ) 157A

Maternal Responsiveness and Child Competency in Deaf and Hearing Children (Washington, DC) 157B

Project SAFE (Safe Activities for Future Environments) (Athens, GA) 158A

Open Enrollment and Students with Handicaps: Issues, Implementation, and Policy (Minneapolis, MN) 158B

Prenatal Cocaine Exposure and Social Development of Young Children (Minneapolis, MN) 159A

A Longitudinal Study of Developmental Patterns of Children Who Are Visually Impaired (New York, NY) 159B

Treatment in Early Intervention: A Controlled Longitudinal Comparison of Treatment Models (Chapel Hill, NC) 160A

The Impact of Federal Policy and Resulting Legislation on Family Systems (Norman, OK) 160B

Programming Integration of Preschoolers (Project PIP): Developing Peer Relationships between Children with and without Developmental Disabilities (Pittsburgh, PA) 161A

Project LEARN (Learning Efficiently: Acquisition of Related Non-Target Behaviors) (Pittsburgh, PA) 161B

Teaching Spontaneous Language to Preschoolers with Severe Handicaps (Pittsburgh, PA) 162A

Investigation of Family-Focused Early Intervention Services (Rock Hill, SC) 162B

Investigations of Early Motor Intervention Procedures (Rock Hill, SC) 163A

The Generalized Effects of Early Language Intervention (Nashville, TN) 163B

Research on the Effect of Home Intervention for Families of Handicapped Children (Logan, UT) 164A

A Longitudinal Follow-Up of Graduates from Two Preschool Instructional Models (Seattle, WA) 164B

Initial Career Award Grant

Educating Young Disabled African-American Children in the Context of Their Families: A Search for Variability (Tampa, FL) 165A

Policy Research Institute

Carolina Policy Studies Program (Chapel Hill, NC) 166A

Research Contract

Making Administrative Decisions about Technology by Examining Promising Instructional Practices (Silver Spring, MD) 167A

Research Grants on General Education, Social Studies, and Language Arts Curricula

An Analysis of Social Studies Curriculum and Instruction for Mainstreamed and Mainstreamed Education Students (Pittsburgh, PA) 168A

Improving K-8 Language Arts Curricula to Benefit Handicapped Students (Seattle, WA) 168B

Small Grants

A Pilot Application of Rasch Scaling Procedures to the Development of Screening Forms of the Bayley Scales (Birmingham, AL) 169A

A Descriptive Study of the Development of Play by Deaf and Hearing Infants (Washington, DC) 169B

The Development of an Empirically Based Scale to Assist Multidisciplinary Teams in Deciding the Appropriateness of Braille Instruction for Blind and Visually Impaired Children (Cambridge, MN) 170A

A Training Package for Assessing Signed Language Acquisition in Deaf Children (Princeton, NJ) 170B

Effectiveness and Efficacy of Individualized Family Service Plans (Morganton, NC) 171A

Constant Time Delay: Effects of Varying Levels of Procedural Fidelity (Pittsburgh, PA) 171B

Enhanced Prelinguistic Development: A Pilot Study (Nashville, TN) 172A

State Agency/Federal Evaluation Studies Grant

The Abilities Project: Developing Descriptors for Characterizing Infants and Preschoolers with Handicaps (Raleigh, NC) 173A

Student-Initiated Research Grants

The Effects of Tactile Intervention on Preterm Infants Who Are Less than 38 Weeks Conceptional Age and Still Residing in a Hospital Neonatal Intensive Care Unit (Lexington, KY) 174A

Prenatal Cocaine Exposure and Mother-Infant Interactions (Minneapolis, MN) 174B

The Nature of Early Social Participation of Young Children with Visual Impairments in Integrated and Specialized Settings (New York, NY) 175A

Caregiving Antecedents of Development Outcomes in Drug Exposed Infants (Durham, NC) 175B

Maternal Perceptions and Infant Behaviors (Chapel Hill, NC) 176A

Preschool Children at Risk for the Development of Behavior Disorders (Eugene, OR) 176B

The Effects of Videotaped Self-Modeling on Requesting in Preschoolers with Developmental Disabilities (Pittsburgh, PA) 177A

The Use of Template Matching as a Viable Strategy for Assessment and Intervention for Handicapped Preschool Students (Bethlehem, PA) 177B

The Effects of High-Probability Requests on the Acquisition and Generalization of Social Interactions of Young Children with Severe Handicaps (Houston, TX) 178A

Parent Consultation and Competency-Based Training: Modifying Noncompliance in Preschool Children (Madison, WI) 178B

DIVISION OF PERSONNEL PREPARATION (DPP)

Infant/Toddler Personnel Grants

Early Intervention for Infants/Toddlers and Their Families: A Cross-Disciplinary Professional Training Program (Auburn, AL) 179A

Preparing Personnel for Early Intervention in Rural Settings: A Field-Based Master's Program (Auburn, AL) 179B

Early Childhood Special Education Certificate Program (Anchorage, AK) 180A

Training Personnel to Serve Infants, Toddlers and Preschoolers (Tempe, AZ) 180B

Preparing Paraprofessionals as Early Intervention Facilitators (Jonesboro, AR) 181A

Speech-Language Pathology Infant Specialist (Little Rock, AR) 181B

Interdisciplinary Training Program on Early Intervention (San Diego, CA) 182A

Project P.R.E.P. (Personnel Readiness for the Education of Preschoolers) (Rohnert Park, CA) 182B

Recruitment and Retention of Minority Students for Training as Early Childhood Intervention Specialists (San Francisco, CA) 183A

TAPITS: Transdisciplinary Approach to Preparation of Infant/Toddler Specialists (Northridge, CA) 183B

Training Early Childhood Special Educators to Work in Urban Multicultural Environments (Los Angeles, CA) 184A

Training of Educational Assistants for Mainstreaming (Project TEAM) (Northridge, CA) 184B

Early Childhood Special Education Personnel Preparation (Greeley, CO) 185A

Preservice for Speech-Language Pathologists for Early Intervention to Infants, Toddlers and Families
(Boulder, CO) 185B

Preservice Training Model to Prepare Interventionists to Work with Handicapped Infants, Toddlers,
and Their Families (Denver, CO) 186A

State-wide Training for Infant Specialists (Denver, CO) 186B

Recruitment in Pre-Service Preparation of Speech-Language Pathologists for Service
to Preschool Children and Families in Rural Settings (Storrs, CT) 187A

Preparation Program for Parent-Infant Educators of the Hearing Impaired: A Collaborative Model (Washington, DC) . . . 187B

Training Entry Level Personnel to Provide Related Services to Newborn and Infant Children with Disabilities
(Washington, DC) 188A

Infant Intervention Master's Degree (Coral Gables, FL) 188B

Infant Specialist Personnel Preparation Program: PLUS (Gainesville, FL) .189A

Preservice Graduate Training in Infant and Toddler Intervention (Tallahassee, FL) 189B

Interdisciplinary Infant Specialization (IIS) Personnel Preparation (Honolulu, HI) 190A

Preparing Infant and Toddler Interventionists (Moscow, ID) 190B

Erickson Institute Early Intervention Specialist Project (Chicago, IL) 191A

Interdisciplinary Specialization in Infancy (ISI) Project (Champaign, IL) 191B

Project ENDORSE (Bloomington, IN) 192A

Interdisciplinary Early Childhood Special Education Training Focus on Integration,
Rural and Family Needs (Ames, IA) 192B

Associated Colleges of Central Kansas Preservice Early Intervention Project (McPherson, KS) 193A

Project PREPARE: Preparing Regular Educators and Other Professionals
to Assume Roles in Early Intervention (3-5) (Bowling Green, KY) 193B

Project TIE (New Orleans, LA) 194A

Master's Training for Personnel to Serve At-Risk Infants, Toddlers, and Preschoolers (Baltimore, MD) 194B

Language Intervention Training for Speech-Language Pathologists Serving Infants, Toddlers, and Their Families
(Boston, MA) 195A

Transdisciplinary Training for Early Intervention Personnel to Provide Family-Centered Transition
and Case Management Services for At-Risk Young Children (Hattiesburg, MS) 195B

Parent/Infant Program for Hearing-Impaired Children (Springfield, MO) 196A

Early Intervention Specialty Project: Competency-Based Program for Infant/Toddler Specialists (Missoula, MT) 196B

Interdisciplinary Birth to Five Personnel Preparation Program (New Brunswick, NJ) 197A

Infant Intervention Specialist Training Project (Albuquerque, NM) 197B

Early Intervention Training for Occupational Therapists and Physical Therapists (Buffalo, NY) 198A

Instructional Practice in Urban Settings with Families and Infants with Disabilities (New York, NY) 198B

Interdisciplinary Master's Program in Infant Intervention (Valhalla, NY) 199A

A Master's Program for Permanent Certification of Early Childhood Special Educators with Minority Populations (Buffalo, NY) 199B

Preparation of Speech-Language Pathologists and Audiologists (Syracuse, NY) 200A

Special Education Early Childhood and Infant/Parent Development Program (New York, NY) 200B

Cincinnati Early Intervention Infant and Toddler Training Program (Cincinnati, OH) 201A

Preparation of Speech-Language Pathologists and Audiologists to Provide Services to Preschool Handicapped Children from Minority Populations (Cleveland, OH) 201B

Training Personnel to Serve Infants, Toddlers, and Preschoolers (Kent, OH) 202A

Interdisciplinary Early Intervention Training (Eugene, OR) 202B

An Early Intervention Emphasis Program for Speech-Language Pathologists (Philadelphia, PA) 203A

Early Intervention Paraprofessional Training Program (La Plume, PA) 203B

Early Intervention Personnel Preparation for Services to Infants and Toddlers with Handicaps (Pittsburgh, PA) 204A

Interdisciplinary Preparation of Infant Specialists (Philadelphia, PA) 204B

Preparation of Pediatric Physical Therapists to Serve Infants and Toddlers with Handicaps and Their Families (Philadelphia, PA) 205A

Birth-to-Two Master's Field Outreach Program (Austin, TX) 205B

Early Intervention Personnel Preparation in Communications (Houston, TX) 206A

Training Specialists to Work with Handicapped Infants and Toddlers and Their Families (Austin, TX) 206B

Utah Early Intervention Personnel Preparation Project (UEIPP) (Salt Lake City, UT) 207A

Interdisciplinary Training in Early Childhood Special Education: An Individualized Approach to Coursework and Field-Based Experiences (Richmond, VA) 207B

Multidisciplinary Preparation of Pre-Service Master's Personnel in Intervention with Infants and Families (Charlottesville, VA) 208A

Preparation of Infant/Toddler/Family Intervention Specialists (Seattle, WA) 208B

Preparing Personnel to Serve Infants, Toddlers, and Preschoolers: Occupational Therapy Training in Early Childhood (Seattle, WA) 209A

Training Teachers of Infants, Toddlers, and Preschoolers at High Risk or Disabled in a Family-Centered Interdisciplinary Model for Employment in Rural Areas (Eau Claire, WI) 209B

Leadership Grants

Doctoral Training in Research and Early Childhood Special Education (Tuscaloosa, AL) 210A

Interdisciplinary Doctoral Preparation of Speech-Language Pathologists for Careers as Applied Researchers and Trainers in Early Intervention (Tempe, AZ) 210B

Leadership Training in Preschool Language Development and Disorders (Tucson, AZ) 211A

Early Childhood Special Education Leadership Training (Los Angeles, CA) 211B

Doctoral/Postdoctoral Training of Psychologists in Services to At-Risk and Handicapped Infants and Toddlers (Washington, DC) 212A

Leadership Training in Early Childhood Special Education (Tallahassee, FL) 212B

Interdisciplinary Doctoral Program to Prepare Leaders to Serve Infants and Young Children with Handicaps and Their Families (Athens, GA) 213A

Interdisciplinary Leadership Project in Infancy (Champaign, IL) 213B

Personnel Leadership for Early Intervention (PLEI) (Champaign, IL) 214A

Preparation of Leadership Personnel (Pediatric Habilitative Audiologists): Northwestern University (Evanston, IL) 214B

Program to Train Leaders in Applied Research for Handicapped Infants and Young Children (Chicago, IL) 215A

Family Leadership Training Program (Lawrence, KS) 215B

Preparation of Preschool Classroom Language Intervention Specialists (Lawrence, KS) 216A

Preparing Leadership Personnel in Early Childhood (Lawrence, KS) 216B

Doctoral Leadership in Early Childhood Special Education: Preparing Researchers and Teacher-Educators (College Park, MD) 217A

Doctoral Training for Speech-Language Pathologists in Early Child Language Study (Boston, MA) 217B

Leadership Training for Occupational and Physical Therapists in School Systems and Early Intervention (Boston, MA) 218A

Leadership Training in Early Childhood Special Education (Ann Arbor, MI) 218B

Interdisciplinary Postdoctoral Training in Early Intervention (Chapel Hill, NC) 219A

Interdisciplinary Training in Early Intervention (Chapel Hill, NC) 219B

Interdisciplinary Early Childhood Leadership Training Project (Kent, OH) 220A

Interdisciplinary Leadership Training in Early Intervention (Kent, OH) 220B

Preparing Doctoral Level Leadership Personnel in Communications for Infants, Toddlers and Preschoolers (Norman, OK) 221A

Early Childhood Doctoral Training School Psychology Program (Eugene, OR) 221B

Leadership Training in Early Intervention (Eugene, OR) 222A

Doctoral Program in Pediatric Physical Therapy (Philadelphia, PA) 222B

Leadership Training in Early Childhood Special Education (Nashville, TN) 223A

Preparation of Leadership Personnel: Audiology, Hearing Impairment and the High-Risk Infant (Nashville, TN) 223B

Ph.D. Emphasis in Special Education (Logan, UT) 224A

Low-Incidence Grant

Training Personnel for the Education of Young Children with Severe and Profound Multiple Handicaps Served in Early Childhood Settings (Lawrence, KS) 225A

An Interdisciplinary Family Systems Training Program for Service Providers to Deaf Infants/Toddlers and Their Families (Seattle, WA) 225B

Minority Institutions Grants

Minority Recruitment for Training Early Intervention Specialists (San Francisco, CA) 226A

Minority Early Childhood Special Education MA Degree (Coral Gables, FL) 226B

PROJECT HITOS (Helping Infants and Toddlers on to Success) (Albuquerque, NM) 227A

Plan to Achieve Accreditation of a Training Program in Speech Pathology and Audiology (Orangeburg, SC) 227B

Preparation of Minority Personnel to Provide Speech, Language, Hearing Services to Infants, Toddlers, Children and Youth (Nashville, TN) 228A

Related Services Grants

School Psychology Specialty in Early Intervention (Auburn, AL) 229A

First Start: Care of Handicapped Infants and Toddlers (Denver, CO) 229B

Paraprofessional Training in Early Childhood Special Education (Greeley, CO) 230A

Preparation of Related Services Personnel in Occupational Therapy of Infants and Young Children (Fort Collins, CO) 230B

Infant Specialization Training for Related Service Providers (Washington, DC) 231A

Pediatric Physical Therapy Multidisciplinary Training Model (Gainesville, FL) 231B

Building Stronger Teams through Interdisciplinary Graduate Education
in the Related Services (TIGERS) (Kansas City, KS) 232A

Statewide Training Network for Preservice Training for Early Childhood Special Education
and Cross-Categorical Special Education Paraprofessionals (Topeka, KS) 232B

School Psychology/Interdisciplinary Infant/Toddler Specialization (Omaha, NE) 233A

The MPH Program for Nurses in Early Intervention (Valhalla, NY) 233B

Training: Occupational Therapy Management in Schools (Buffalo, NY) 234A

Early Childhood Training in Occupational Therapy (Columbus, OH) 234B

Preparation of Physical Therapists for Public School and Early Intervention Programs (Oklahoma City, OK) 235A

Training of Psychologists to Serve Infants and Young Children (Eugene, OR) 235B

Preparation of Occupational Therapists to Provide Related Services within Special Education
Settings to Infants and Toddlers with Handicaps and Their Families (Philadelphia, PA) 236A

Preparation of School-Based Pediatric Physical Therapists (Philadelphia, PA) 236B

Preparation of Personnel to Provide Long-Term Special Education-Related Services
to Infants and Preschool Children with Disabilities (Kingston, RI) 237A

Child Care and Special Education: An Approach to Training Related Services Personnel
in Early Childhood Programs (Northfield, VT) 237B

Interdisciplinary Field-Based Graduate Training Program in Infant/Family Services (Richmond, VA) 238A

Interdisciplinary Family Systems Approach (Seattle, WA) 238B

Rural Special Projects Grants

Navajo Nation Career Ladder Rehabilitation and Special Education Project (Tsaile, AZ) 239A

Field-Centered Preparation of Teachers in Early Childhood Education of the Handicapped
and Severe Multiple Handicaps (Lawrence, KS) 239B

Training Rural Educators in Kentucky (TREK) (Lexington, KY) 240A

Preparing Early Intervention Personnel to Work in Rural Areas (Eugene, OR) 240B

Preparation of Personnel to Work in Rural Areas (Vermillion, SD) 241A

Training of Personnel to Serve Infants and Young Children with Visual and Other Handicaps in Rural Areas
(Lubbock, TX) 241B

Preparation of Personnel in Speech-Language Pathology to Work with Infants, Toddlers, Preschoolers, and School-Aged Children (Morgantown, WV) 242A

Special Educators Grants

CIRCLE: Comprehensive Interdisciplinary Research-Centered with Laboratory Emphasis Approach to Early Childhood Special Education (Tuscaloosa, AL) 243A

The Adaptive Parent and Child Program (A-PACE) (Tucson, AZ) 243B

Early Childhood Education--Hearing Impaired (Tucson, AZ) 244A

Training Project in Speech and Language Learning Disabilities (Tucson, AZ) 244B

Training Special Educators for Visually Impaired Preschool Children (Tucson, AZ) 245A

Master's Degree in Special Education with Emphasis in Early Childhood Special Education (Little Rock, AR) 245B

Preparation of Special Educators--Early Childhood (State University, AR) 246A

Early Childhood Special Education (San Francisco, CA) 246B

Early Childhood Special Education Master's Program (Santa Barbara, CA) 247A

Early Intervention Specialist Training (Santa Clara, CA) 247B

Training Adaptive Physical Educators to Serve Children Ages 3-5 (Chico, CA) 248A

Family Focused Training for Early Childhood Special Educators (Denver, CO) 248B

Preparation of Infant Specialists (Denver, CO) 249A

Preparation of Speech-Language Pathologists for Early Childhood Settings (Boulder, CO) 249B

Childhood Hearing Impairment Program (CHIP) (Storrs, CT) 250A

Interdisciplinary Infant Specialist Certification Program (Farmington, CT) 250B

Teacher Preparation in Education of Hearing Impaired and Multihandicapped Hearing Impaired (Washington, DC) 251A

Transdisciplinary Approach to Training Speech-Language Pathologists to Provide Services to Infants, Toddlers and Their Families (Washington, DC) 251B

Early Childhood Special Needs--Master's Degree Program (Coral Gables, FL) 252A

Preschool Personnel Program: An Interactional Training Project (Gainesville, FL) 252B

Preservice Graduate Training in Early Childhood Special Education (Tallahassee, FL) 253A

Training Communications Disorders Specialists to Serve Idaho Infants and Toddlers (Pocatello, ID) 253B

Personnel Preparation for Careers in Special Education and Early Intervention Program (Carbondale, IL) 254A

Preparation of Early Childhood Special Education Administrators and Supervisors (Champaign, IL) 254B

Preparation of Personnel to Work with Young Children with Special Needs (Chicago, IL) 255A

Preschool Training Grant (Champaign, IL) 255B

Project BABIES: Best Approaches for Building Skills of Infant Education Specialists (Charleston, IL) 256A

Project CONNECT: Early Childhood Special Education Teacher Education (Ames, IA) 256B

Training of Professional Personnel in Preschool Communication Disorders (Iowa City, IA) 257A

Early Childhood Special Education Personnel Preparation (Lawrence, KS) 257B

Pediatric Adapted Physical Education (New Orleans, LA) 258A

Five-Year Preservice Preparation Program in Special Education (College Park, MD) 258B

Master's Program in Early Childhood Special Education (College Park, MD) 259A

Pediatric-Educational Audiology (PEA) Training Program (Amherst, MA) 259B

Preservice Training for Masters-Level Speech-Language Pathologists to Work in Early Intervention (Boston, MA) 260A

Preparing Dually Trained Teachers for Visually Handicapped Learners--Early Childhood Emphasis
(East Lansing, MI) 260B

Interdisciplinary Training of Special Educators to Provide Family-Focused Early Intervention Services
(Hattiesburg, MS) 261A

Deaf Education--Early Childhood Specialty (Springfield, MO) 261B

Early Childhood Communication Special Education Program (Warrensburg, MO) 262A

Training Speech-Language Pathologists for Preschool Children (St. Louis, MO) 262B

Montana Early Childhood Special Education Teacher Training (Missoula, MT) .263A

Interdisciplinary Training for Speech-Language Pathologists and Early Childhood Teachers (INTERSECT)
(Lincoln, NE) 263B

Preparation of Personnel for Careers in Special Education: Early Childhood Special Education Program (Reno, NV) . . .264A

Master's Program in Early Childhood Special Education (New York, NY) 264B

Preparation of Special Educators: Upgraded M.A. in Hearing Impairment--Teacher as Researcher
(New York, NY) 265A

Preparation of Speech-Language Pathologists to Train At-Risk Infants and Toddlers (Buffalo, NY) 265B

Preparing Personnel for Education of Visually Impaired Children--Infancy to Adult (New York, NY) 266A

Preparing Speech/Language Pathologists as Specialists/Case Managers in Traumatic Brain Injury (Buffalo, NY) 266B

Early Intervention and Family Support Training Program (Boone, NC) 267A

Personnel Preparation for Speech-Language Pathologists: An Early Intervention Focus (Chapel Hill, NC) 267B

Preservice Training in Speech-Language Pathology with an Emphasis on Early Intervention
and Severely Handicapped Children (Minot, ND) 268A

Early Childhood/Special Needs Emphasis--Birth-Two Years Infant/Newborn Specialist Option (Tallmadge, OH) 268B

Interdisciplinary Early Childhood Graduate Training Project (Kent, OH) 269A

Training of Speech-Language Interventionists for Infants, Toddlers, and Preschoolers (Eugene, OR) 269B

Empirical Early Interventionist Program (University Park, PA) 270A

Master's Degree Training in Early Childhood Special Education (Philadelphia, PA) 270B

Preservice Preparation of Speech Pathologists with a Specialization in the Management of Infant, Preschool,
and Severely Handicapped Populations (Kingston, RI) 271A

Preparation of Early Intervention Diagnostic Personnel (Rock Hill, SC) 271B

Preparation of Masters Level Speech-Language Pathologists and Audiologists
to Work with Handicapped Preschoolers (Columbia, SC) 272A

Communicative Disorders in Children: Early Identification, Assessment, and Intervention (Nashville, TN) 272B

Preparation of Early Childhood Special Educators (Murfreesboro, TN) 273A

Preparation of Early Childhood Special Educators (Nashville, TN) 273B

STEP: Special Training for Early Programming (Johnson City, TN) 274A

Early Childhood Special Education Personnel Training Program (Austin, TX) 274B

Preservice Preparation of Personnel to Work with Communicatively Impaired Preschool
and School Age Children (Denton, TX) 275A

Training Orientation and Mobility Specialists in Early Childhood (Lubbock, TX) 275B

Preparation of Certified Early Childhood Educators (Logan, UT) 276A

Essential Early Education Graduate-Level Training Program (Burlington, VT) 276B

Early/Special Teacher Education Preparation Program (Norfolk, VA) 277A

Early Childhood Special Education Personnel Training Program (Spokane, WA) 277B

Respecting the Full Range of Diversity across Early Childhood Settings (Milwaukee, WI) 278A

Special Populations Grants

Bilingual/Multicultural Exceptional Infant and Early Childhood Specialist Program (San Jose, CA) 279A

Encouraging New Training for Women in Nontraditional Educational Services (ENTWINES) (Washington, DC) 279B

Preservice Training Program to Prepare Special Education and Related Service Personnel to Provide Services to Medically Fragile Infants and Their Families (Washington, DC) 280A

Minority Early Childhood Special Education Master's Degree--U.S. Virgin Islands (Coral Gables, FL) 280B

Training Residents to Care for Minority Children Who Are At-Risk, Delayed, or Handicapped (New Orleans, LA) 281A

Preparing Early Childhood Specialists to Work in the Inner City (College Park, MD) 281B

Training Infant/Family Specialists to Serve Multi-Risk Infants and Their Families (College Park, MD) 282A

Interdisciplinary Training in Special Needs: A Multicultural Emphasis (Waltham, MA) 282B

Preservice Preparation of Minority Personnel to Serve Handicapped Preschool Children from Minority Cultures (Boston, MA) 283A

Transdisciplinary Training for Direct Services Personnel in Family-Centered Early Intervention with At-Risk Young Children in Multi-Stressed Families (Hattiesburg, MS) 283B

Training Bilingual/Bicultural Teachers to Work with Culturally and Linguistically Different Exceptional Young Children (Albuquerque, NM) 284A

Preparation of Therapeutic Recreation/Child Life Specialists: Focus on Handicapped and At-Risk Infants, Toddlers, Children, and Youth of Diverse Cultural/Ethnic Backgrounds (New York, NY) 284B

Teacher Training Project for Special Populations within Early Childhood Special Education (Hempstead, NY) 285A

Professionals Relating Effectively to Parents in At-Risk Environments (Project PREPARE) (Cincinnati, OH) 285B

Preservice Training in Early Childhood Special Education (Rio Piedras, PR) 286A

U.S. Preparation of Speech Pathology and Audiology Personnel in Developmental Communication (Harrisonburg, VA) 286B

Special Projects Grants

Production of Videotapes of Health Care Procedures for Severely Handicapped Children (Denver, CO) 287A

Inservice Program for Intermediate Care Facility Staff Meeting the Developmental Needs of Medically Fragile/Severely Handicapped Children, Birth-to-Three, and Their Families (Washington, DC) 287B

Model for Outreach Training in Infant Intervention (Lawrence, KS) 288A

Interdisciplinary Inservice Training Model for Early Intervention (Rockville, MD) 288B

Project VISIT (Boston, MA) 289A

Child Abuse Prevention: An Innovative Model for Early Childhood Professionals (Minneapolis, MN) 289B

Preservice, Multidisciplinary Model for Training Nurses in the NICU (Buffalo, NY) 290A

Training Model to Prepare Paraprofessionals to Work with Infants, Toddlers, and Preschool Children (New York, NY) 290B

Integrating Early Intervention Services into Community Programs: Training Staff to Monitor Child Progress (Monmouth, OR) 291A

Training and Support Model for Community Based Preschool/Child Care Programs (Monmouth, OR) 291B

Preparation of Special Education and Related Services Personnel to Work with Young Handicapped Children in Rural Areas (Columbia, SC) 292A

Development of a Videodisc-based Program to Teach Naturalistic Intervention Strategies to Early Childhood Special Educators and Related Service Personnel (Logan, UT) 292B

Statewide Inservice for Early Intervention Personnel to Implement Public Law 99-457 (Logan, UT) 293A

Family-Centered Early Intervention Personnel Preparation Model (Burlington, VT) 293B

Training Project for Early Intervention Parent/Professional Teams (Alexandria, VA) 294A

State Education Agency Grant

Into/Improving the Mainstream (Quincy, MA) 295A

INDEX B:

Index to Project Abstracts by State/Jurisdiction

INDEX B

This index references project abstracts by state, and within states, by program category within the following divisions of OSERS: the Division of Educational Services, the Division of Innovation and Development, and the Division of Personnel Preparation. Within these categories under each state, projects are organized alphabetically by title. Page references give both the page number of the project abstract and its placement on the page (A = upper half, B = lower half).

ALABAMA

Division of Innovation and Development

A Pilot Application of Rasch Scaling Procedures to the Development of Screening Forms of the Bayley Scales 169A

Division of Personnel Preparation

CIRCLE: Comprehensive Interdisciplinary Research-Centered with Laboratory Emphasis Approach
to Early Childhood Special Education 243A
Doctoral Training in Research and Early Childhood Special Education 210A
Early Intervention for Infants/Toddlers and Their Families: A Cross-Disciplinary Professional Training Program 179A
Preparing Personnel for Early Intervention in Rural Settings: A Field-Based Master's Program 179B
School Psychology Specialty in Early Intervention 229A

ALASKA

Division of Educational Services--EEPCD Projects

Part H MIS 104A

Division of Personnel Preparation

Early Childhood Special Education Certificate Program 180A

ARIZONA

Division of Innovation and Development

Enhancing Communication Skills of Young Children with Severe Disabilities through Partner Programming 157A

Division of Personnel Preparation

The Adaptive Parent and Child Program (A-PACE) 243B
Early Childhood Education--Hearing-Impaired 244A
Interdisciplinary Doctoral Preparation of Speech-Language Pathologists for Careers as Applied Researchers
and Trainers in Early Intervention 210B
Leadership Training in Preschool Language Development and Disorders 211A
Navajo Nation Career Ladder Rehabilitation and Special Education Project 239A
Training Personnel to Serve Infants, Toddlers and Preschoolers 180B
Training Project in Speech and Language Learning Disabilities 244B
Training Special Educators for Visually Impaired Preschool Children 245A

ARKANSAS

Division of Personnel Preparation

Master's Degree in Special Education with Emphasis in Early Childhood Special Education . . . 245B
Preparation of Special Educators--Early Childhood . . . 246A
Preparing Paraprofessionals as Early Intervention Facilitators . . . 181A
Speech-Language Pathology Infant Specialist . . . 181B

CALIFORNIA

Division of Educational Services--EEPCD Projects

Delivering Special Education Services in Urban Culturally Diverse Child Care Centers to Preschool Age Children with Disabilities Prenatally Exposed to Drugs/Alcohol . . . 89A
Implementing IFSPs in a Culturally Diverse Infant Program . . . 89B

Division of Personnel Preparation

Bilingual/Multicultural Exceptional Infant and Early Childhood Specialist Program . . . 279A
Early Childhood Special Education . . . 246B
Early Childhood Special Education Leadership Training . . . 211B
Early Childhood Special Education Master's Program . . . 247A
Early Intervention Specialist Training . . . 247B
Interdisciplinary Training Program on Early Intervention . . . 182A
Minority Recruitment for Training Early Intervention Specialists . . . 226A
Project P.R.E.P. (Personnel Readiness for the Education of Preschoolers) . . . 182B
Recruitment and Retention of Minority Students for Training as Early Childhood Intervention Specialists . . . 183A
TAPITS: Transdisciplinary Approach to Preparation of Infant/Toddler Specialists . . . 183B
Training Adaptive Physical Educators to Serve Children, Ages 3-5 . . . 248A
Training Early Childhood Special Educators to Work in Urban Multicultural Environments . . . 184A
Training of Educational Assistants for Mainstreaming (Project TEAM) . . . 184B

COLORADO

Division of Educational Services--EEPCD Projects

CoTrack . . . 104B
Demonstrations Early Childhood Project: Effective Partnerships for Integrated Classrooms . . . 90A
Preparation of Early Childhood Paraprofessionals and Related Professionals to Deliver Integrated Developmentally Focused Child Care for Medically Fragile Infants and Toddlers . . . 108A

Division of Personnel Preparation

Early Childhood Special Education Personnel Preparation . . . 185A
Family Focused Training for Early Childhood Special Educators . . . 248B
First Start: Care of Handicapped Infants and Toddlers . . . 229B
Paraprofessional Training in Early Childhood Special Education . . . 230A
Preparation of Infant Specialists . . . 249A
Preparation of Related Services Personnel in Occupational Therapy of Infants and Young Children . . . 230B
Preparation of Speech-Language Pathologists for Early Childhood Settings . . . 249B
Preservice for Speech-Language Pathologists for Early Intervention to Infants, Toddlers and Families . . . 185B

Preservice Training Model to Prepare Interventionists to Work with Handicapped Infants, Toddlers, and Their Families 186A
Production of Videotapes of Health Care Procedures for Severely Handicapped Children 287A
State-wide Training for Infant Specialists 186B

CONNECTICUT

Division of Personnel Preparation

Childhood Hearing Impairment Program (CHIP) 250A
Interdisciplinary Infant Specialist Certification Program 250B
Recruitment in Pre-Service Preparation of Speech-Language Pathologists for Service to Preschool Children
  and Families in Rural Settings 187A

DISTRICT OF COLUMBIA

Division of Educational Services--EEPCD Projects

Bridging the Gap: Inservice Training for Child Care Personnel 108B
CAPS (Caregiver and Parent Support): Hospital-Based Intervention for High-Risk Infants 90B
Project CARE (Coordinate and Access Resources for Early Intervention) 91A
Project CIP: Community Integration Project 126A

Division of Innovation and Development

A Descriptive Study of the Development of Play by Deaf and Hearing Infants 169B
Maternal Responsiveness and Child Competency in Deaf and Hearing Children 157B

Division of Personnel Preparation

Doctoral/Postdoctoral Training of Psychologists in Services to At-Risk and Handicapped Infants and Toddlers 212A
Encouraging New Training for Women in Nontraditional Educational Services (ENTWINES) 279B
Infant Specialization Training for Related Service Providers 231A
Inservice Program for Intermediate Care Facility Staff Meeting the Developmental Needs of
  Medically Fragile/Severely Handicapped Children, Birth-to-Three, and Their Families 287B
Preparation Program for Parent-Infant Educators of the Hearing Impaired: A Collaborative Model 187B
Preservice Training Program to Prepare Special Education and Related Service Personnel
  to Provide Services to Medically Fragile Infants and Their Families 280A
Teacher Preparation in Education of Hearing Impaired and Multihandicapped Hearing Impaired 251A
Training Entry Level Personnel to Provide Related Services to Newborn and Infant Children with Disabilities 188A
Transdisciplinary Approach to Training Speech-Language Pathologists to Provide Services to
  Infants, Toddlers and Their Families 251B

FLORIDA

Division of Educational Services--EEPCD Projects

BEACON Outreach Project [see also Massachusetts] 132B
ERIN Outreach Program [see also Massachusetts] 133A
FACTS (Family and Agency Collaboration through Technical Support) 126B
Information Management of Services for Handicapped Infants and Toddlers 105A

Division of Innovation and Development

Educating Young Disabled African-American Children in the Context of Their Families: A Search for Variability 165A

Division of Personnel Preparation

Early Childhood Special Needs--Master's Degree Program 252A
Infant Intervention Master's Degree 188B
Infant Specialist Personnel Preparation Program: PLUS 189A
Leadership Training in Early Childhood Special Education 212B
Minority Early Childhood Special Education MA Degree 226B
Minority Early Childhood Special Education Master's Degree--U.S. Virgin Islands 280B
Pediatric Physical Therapy Multidisciplinary Training Model 231B
Preschool Personnel Program: An Interactional Training Project 252B
Preservice Graduate Training in Early Childhood Special Education 253A
Preservice Graduate Training in Infant and Toddler Intervention 189B

GEORGIA

Division of Educational Services--EEPCD Projects

Georgia Developmental Therapy Preschool Outreach Project 127A
Rutland-Developmental Therapy Outreach Project 127B

Division of Innovation and Development

Project SAFE (Safe Activities for Future Environments) 158A

Division of Personnel Preparation

Interdisciplinary Doctoral Program to Prepare Leaders to Serve Infants
and Young Children with Handicaps and Their Families 213A

HAWAII

Division of Educational Services--EEPCD Projects

Early Intervention Tracking System (EITS) 105B
PPT: Preschool Preparation and Transition Outreach Project 128A

Division of Personnel Preparation

Interdisciplinary Infant Specialization (IIS) Personnel Preparation 190A

IDAHO

Division of Educational Services--EEPCD Projects

Project Vision 128B

Division of Personnel Preparation

Preparing Infant and Toddler Interventionists 190B
Training Communications Disorders Specialists to Serve Idaho Infants and Toddlers 253B

ILLINOIS

Division of Educational Services--EEPCD Projects

ACTT Outreach (Activating Children Through Technology) 129A
Connection Hints: A Model for Implementing 99-457 in a Large Inner City 91B
PEECH: Programming for Early Education of Children with Handicaps 129B
RAPYHT Outreach Project (Retrieval and Acceleration of Promising Young Handicapped and Talented) 130A
Technology Inservice Project 109A
Technology Team Assessment Process (TTAP) 92A
The UIC Therapeutic Partnership Project 109B

Division of Personnel Preparation

Erickson Institute Early Intervention Specialist Project 191A
Interdisciplinary Leadership Project in Infancy 213B
Interdisciplinary Specialization in Infancy (ISI) Project 191B
Personnel Leadership for Early Intervention (PLEI) 214A
Personnel Preparation for Careers in Special Education and Early Intervention Program 254A
Preparation of Early Childhood Special Education Administrators and Supervisors 254B
Preparation of Leadership Personnel (Pediatric Habilitative Audiologists): Northwestern University 214B
Preparation of Personnel to Work with Young Children with Special Needs 255A
Preschool Training Grant 255B
Program to Train Leaders in Applied Research for Handicapped Infants and Young Children 215A
Project BABIES: Best Approaches for Building Skills of Infant Education Specialists 256A

INDIANA

Division of Educational Services--EEPCD Projects

Best Practices in Integration (BPI Project) 110A

Division of Personnel Preparation

Project ENDORSE 192A

IOWA

Division of Personnel Preparation

Interdisciplinary Early Childhood Special Education Training Focus on Integration, Rural and Family Needs 192B
Project CONNECT: Early Childhood Special Education Teacher Education 256B
Training of Professional Personnel in Preschool Communication Disorders 257A

KANSAS

Division of Educational Services--EEPCD Projects

Bridging Early Services Transition Project--Outreach . . . 130B
Early Childhood Research Institute on Substance Abuse [see also Minnesota and South Dakota] . . . 152A
ECLIPSE (Effective Child Language Intervention in PreSchool Environments) [see also Washington state] . . . 149A
Kansas Early Childhood Research Institute--Transitions . . . 152B
Project KITS (Kansas Inservice Training System) . . . 110B
Skills for Promoting Integration in Preschool, Kindergarten, and First Grade Classrooms . . . 131A
Southeast Kansas Regional Birth to Three Project . . . 92B

Division of Personnel Preparation

Associated Colleges of Central Kansas Preservice Early Intervention Project . . . 193A
Building Stronger Teams through Interdisciplinary Graduate Education in the Related Services (TIGERS) . . . 232A
Early Childhood Special Education Personnel Preparation . . . 257B
Family Leadership Training Program . . . 215B
Field-Centered Preparation of Teachers in Early Childhood Education of the Handicapped and Severe Multiple Handicaps . . . 239B
Model for Outreach Training in Infant Intervention . . . 288A
Preparation of Preschool Classroom Language Intervention Specialists . . . 216A
Preparing Leadership Personnel in Early Childhood . . . 216B
Statewide Training Network for Preservice Training for Early Childhood Special Education and Cross-Categorical Special Education Paraprofessionals . . . 232B
Training Personnel for the Education of Young Children with Severe and Profound Multiple Handicaps Served in Early Childhood Settings . . . 225A

KENTUCKY

Division of Educational Services--EEPCD Projects

Project Lexington . . . 111A
Project STEPS (Sequenced Transition to Education in the Public Schools) . . . 131B

Division of Innovation and Development

The Effects of tactile Intervention on Preterm Infants Who Are Less than 38 Weeks Conceptional Age and Still Residing in a Hospital Neonatal Intensive Care Unit . . . 174A

Division of Personnel Preparation

Project PREPARE: Preparing Regular Educators and Other Professionals to Assume Roles in Early Intervention (3-5) . . . 193B
Training Rural Educators in Kentucky (TREK) . . . 240A

LOUISIANA

Division of Personnel Preparation

Pediatric Adapted Physical Education . . . 258A
Project TIE . . . 194A
Training Residents to Care for Minority Children Who Are At-Risk, Delayed, or Handicapped . . . 281A

MAINE

Division of Educational Services--EEPCD Projects

Project Reach ME--Maine's Birth to Five Early Intervention Outreach Model . . . 132A

MARYLAND

Division of Educational Services--EEPCD Projects

Building Blocks: An Early Childhood Inservice Education Program for Speech-Language Pathologists and Audiologists . . . 111B
Project Assist . . . 149B

Division of Innovation and Development

Making Administrative Decisions about Technology by Examining Promising Instructional Practices . . . 167A

Division of Personnel Preparation

Doctoral Leadership in Early Childhood Special Education: Preparing Researchers and Teacher-Educators . . . 217A
Five-Year Preservice Preparation Program in Special Education . . . 258B
Interdisciplinary Inservice Training Model for Early Intervention . . . 288B
Master's Program in Early Childhood Special Education . . . 259A
Master's Training for Personnel to Serve At-Risk Infants, Toddlers, and Preschoolers . . . 194B
Preparing Early Childhood Specialists to Work in the Inner City . . . 281B
Training Infant/Family Specialists to Serve Multi-Risk Infants and Their Families . . . 282A

MASSACHUSETTS

Division of Educational Services--EEPCD Projects

BEACON Outreach Project [see also Florida] . . . 132B
ERIN Outreach Program [see also Florida] . . . 133A
First CHANCE (Children with Handicaps Assisted and Nurtured in Childcare Environments) . . . 112A
National Collaborative Research Institute for Early Childhood Intervention . . . 153A
Project GAINS (Gaining Access/Integrating Needed Services) . . . 93A
Project WIN Outreach . . . 133B
Steps for Kids: A Family Recovery Outreach Training Project . . . 134A

Division of Personnel Preparation

Doctoral Training for Speech-Language Pathologists in Early Child Language Study . . . 217B
Interdisciplinary Training in Special Needs: A Multicultural Emphasis . . . 282B
Into/Improving the Mainstream . . . 295A
Language Intervention Training for Speech-Language Pathologists Serving Infants, Toddlers, and Their Families . . . 195A
Leadership Training for Occupational and Physical Therapists in School Systems and Early Intervention . . . 218A
Pediatric-Educational Audiology (PEA) Training Program . . . 259B
Preservice Preparation of Minority Personnel to Serve Handicapped Preschool Children from Minority Cultures . . . 283A
Preservice Training for Masters-Level Speech-Language Pathologists to Work in Early Intervention . . . 260A
Project VISIT . . . 289A

MICHIGAN

Division of Educational Services--EEPCD Projects

Family-focused, Infant-Toddler, Transagency Training Project (Project F.I.T.) . . . 112B
Inservice Training and Support of Personnel to Serve Young Children with Disabilities . . . 113A
Project ENHANCE: An Inservice Training Model for Early Childhood Education Serving Students
    Who Have Autism and/or Related Disorders . . . 113B
Transactional Intervention Program: A National Outreach Training Project . . . 134B

Division of Personnel Preparation

Leadership Training in Early Childhood Special Education . . . 218B
Preparing Dually Trained Teachers for Visually Handicapped Learners--Early Childhood Emphasis . . . 260B

MINNESOTA

Division of Educational Services--EEPCD Projects

Developing and Evaluating a Model of Inservice and Technical Assistance
    to Prevent Challenging Behavior in Preschoolers . . . 114A
Early Childhood Research Institute on Substance Abuse [see also Kansas and South Dakota] . . . 152A
Enhancing the Use of Mastery Behaviors by Young Children with Severe Cognitive Delays . . . 150A
EPIC: Ecobehavioral Programming for Individual Children . . . 93B
Project Dakota Outreach . . . 135A

Division of Innovation and Development

The Development of an Empirically Based Scale to Assist Multidisciplinary Teams in Deciding the Appropriateness
    of Braille Instruction for Blind and Visually Impaired Children . . . 170A
Open Enrollment and Students with Handicaps: Issues, Implementation, and Policy . . . 158B
Prenatal Cocaine Exposure and Mother-Infant Interactions . . . 174B
Prenatal Cocaine Exposure and Social Development of Young Children . . . 159A

Division of Personnel Preparation

Child Abuse Prevention: An Innovative Model for Early Childhood Professionals . . . 289B

MISSISSIPPI

Division of Educational Services--EEPCD Projects

Development of a Replicable Coaching Model to Provide Inservice Training . . . 114B

Division of Personnel Preparation

Interdisciplinary Training of Special Educators to Provide Family-Focused Early Intervention Services . . . 261A
Transdisciplinary Training for Direct Services Personnel in Family-Centered Early Intervention
    with At-Risk Young Children in Multi-Stressed Families . . . 283B
Transdisciplinary Training for Early Intervention Personnnel to Provide Family-Centered Transition
    and Case Management Services for At-Risk Young Children . . . 195B

MISSOURI

Division of Educational Services--EEPCD Projects

Missouri TIKES: Training Individuals to Care for Exceptional Students 115A
Project IDEEA (Individualized Development for Early Education Agencies) 115B

Division of Personnel Preparation

Deaf Education--Early Childhood Specialty 261B
Early Childhood Communication Special Education Program 262A
Parent/Infant Program for Hearing-Impaired Children 196A
Training Speech-Language Pathologists for Preschool Children 262B

MONTANA

Division of Educational Services--EEPCD Projects

Dynamic Communication Process Model: For Rural and Remote Regions 94A
Educational Home Model Outreach Project 135B
Montana Early Intervention (0-5) Outreach Project 136A
Project CLASS (Cooperative Learning: Acquiring Specialized Skills) 116A
VIDEOSHARE Model Outreach Project 136B

Division of Personnel Preparation

Early Intervention Specialty Project: Competency-Based Program for Infant/Toddler Specialists 196B
Montana Early Childhood Special Education Teacher Training 263A

NEBRASKA

Division of Educational Services--EEPCD Projects

Project Continuity 137A

Division of Personnel Preparation

Interdisciplinary Training for Speech-Language Pathologists and Early Childhood Teachers (INTERSECT) 263B
School Psychology/Interdisciplinary Infant/Toddler Specialization 233A

NEVADA

Division of Personnel Preparation

Preparation of Personnel for Careers in Special Education: Early Childhood Special Education Program 264A

NEW HAMPSHIRE

Division of Educational Services--EEPCD Projects

Successful Integration of Infants and Toddlers with Disabilities through Multidisciplinary Training . . . 94B

NEW JERSEY

Division of Innovation and Development

A Training Package for Assessing Signed Language Acquisition in Deaf Children . . . 170B

Division of Personnel Preparation

Interdisciplinary Birth to Five Personnel Preparation Program . . . 197A

NEW MEXICO

Division of Educational Services--EEPCD Projects

Productive Waiting Project . . . 116B
Project NEW TeamS (Neurobehavioral, Ecological, Wholistic Team System) . . . 95A
Project Ta-kós . . . 137B
Project TIE (Teams in Early Intervention) . . . 117A

Division of Personnel Preparation

Infant Intervention Specialist Training Project . . . 197B
PROJECT HITOS (Helping Infants and Toddlers on to Success) . . . 227A
Training Bilingual/Bicultural Teachers to Work with Culturally and Linguistically Different Exceptional Young Children . . . 284A

NEW YORK

Division of Educational Services--EEPCD Projects

Birth-to-Three Inservice Model Outreach . . . 138A
Day Care Inservice Training Model on Young Children with Special Needs . . . 117B
Institute and Faculty Inservice Training for Related Services Personnel . . . 118A
Integrated Early Intervention Service Delivery Project . . . 95B
Niños Especiales Outreach Program . . . 138B
The Regional Program for Preschool Handicapped Children Outreach . . . 139A

Division of Innovation and Development

A Longitudinal Study of Developmental Patterns of Children Who Are Visually Impaired . . . 159B
The Nature of Early Social Participation of Young Children with Visual Impairments in Integrated and Specialized Settings . . . 175A

Division of Personnel Preparation

Early Intervention Training for Occupational Therapists and Physical Therapists . . . 198A
Instructional Practice in Urban Settings with Families and Infants with Disabilities . . . 198B

Interdisciplinary Master's Program in Infant Intervention 199A
A Master's Program for Permanent Certification of Early Childhood Special Educators with Minority Populations 199B
Master's Program in Early Childhood Special Education 264B
The MPH Program for Nurses in Early Intervention 233B
Preparation of Special Educators: Upgraded M.A. in Hearing Impairment--Teacher as Researcher 265A
Preparation of Speech-Language Pathologists and Audiologists 200A
Preparation of Speech-Language Pathologists to Train At-Risk Infants and Toddlers 265B
Preparation of Therapeutic Recreation/Child Life Specialists: Focus on Handicapped and At-Risk Infants, Toddlers, Children, and Youth of Diverse Cultural/Ethnic Backgrounds 284B
Preparing Personnel for Education of Visually Impaired Children--Infancy to Adult 266A
Preparing Speech/Language Pathologists as Specialists/Case Managers in Traumatic Brain Injury 266B
Preservice, Multidisciplinary Model for Training Nurses in the NICU 290A
Special Education Early Childhood and Infant/Parent Development Program 200B
Teacher Training Project for Special Population within Early Childhood Special Education 285A
Training Model to Prepare Paraprofessionals to Work with Infants, Toddlers, and Preschool Children 290B
Training: Occupational Therapy Management in Schools 234A

NORTH CAROLINA

Division of Educational Services--EEPCD Projects

Carolina Institute for Research on Infant Personnel Preparation (CIRIPP) 153B
Charlotte Circle Outreach 139B
Family Enablement Project 140A
Infant Care Project: A Mother-Child Intervention Model Directed at Cocaine Use during Pregnancy 96A
MED-ED (MEDical-EDucational Early Intervention Project) 96B
National Early Childhood Technical Assistance System (NEC*TAS) 155A
Project SUNRISE (Systematic Use of Newly Researched Interventions by Special Educators) 140B
SEARCH-II: Systems Effect of the Acquisition of Response-Contingent Human Behavior--Effects on Teachers 97A

Division of Innovation and Development

The Abilities Project: Developing Descriptors for Characterizing Infants and Preschoolers with Handicaps 173A
Caregiving Antecedents of Development Outcomes in Drug Exposed Infants 175B
Carolina Policy Studies Program 166A
Effectiveness and Efficacy of Individualized Family Service Plans 171A
Maternal Perceptions and Infant Behaviors 176A
Treatment in Early Intervention: A Controlled Longitudinal Comparison of Treatment Models 160A

Division of Personnel Preparation

Early Intervention and Family Support Training Program 267A
Interdisciplinary Postdoctoral Training in Early Intervention 219A
Interdisciplinary Training in Early Intervention 219B
Personnel Preparation for Speech-Language Pathologists: An Early Intervention Focus 267B

NORTH DAKOTA

Division of Personnel Preparation

Preservice Training in Speech-Language Pathology with an Emphasis on Early Intervention and Severely Handicapped Children 268A

OHIO

Division of Educational Services--EEPCD Projects

Akron City School District Integrated Preschool Project . . . 97B
A Comparison of Four Interventions for VLBW Infants at Risk for Medical Complications and Developmental Disabilities . . . 150B
Comprehensive Integrated Training for Personnel in Community Preschool/Child Care Programs:
    Preschool Integration Network . . . 119A
Early Integration Training Project (EITP) . . . 119B
Establishing an Early Intervention Information Management System for Ohio . . . 106A
Family-Centered Model of Coordinated Services for Young Children with Chronic Illness and Disabilities:
    Personalized Pediatric Coordinated Services (PPCS) . . . 98A
Family-Centered Project: Services for Foster Care Families of Infants and Toddlers Prenatally Exposed to Drugs . . . 98B
The Family Network . . . 141A
The COACT Project: Interdisciplinary Family-Focused Team Training for Related Services Personnel . . . 118B
The Preschool Technology Team Training Project . . . 120A
A Video Mediated Curriculum for Parent-Child Social and Communicative Development . . . 99A

Division of Personnel Preparation

Cincinnati Early Intervention Infant and Toddler Training Program . . . 201A
Early Childhood/Special Needs Emphasis-- Birth-Two Years Infant/Newborn Specialist Option . . . 268B
Early Childhood Training in Occupational Therapy . . . 234B
Interdisciplinary Early Childhood Graduate Training Project . . . 269A
Interdisciplinary Early Childhood Leadership Training Project . . . 220A
Interdisciplinary Leadership Training in Early Intervention . . . 220B
Preparation of Speech-Language Pathologists and Audiologists to Provide Services
    to Preschool Handicapped Children from Minority Populations . . . 201B
Professionals Relating Effectively to Parents in At-Risk Environments (Project PREPARE) . . . 285B
Training Personnel to Serve Infants, Toddlers, and Preschoolers . . . 202A

OKLAHOMA

Division of Innovation and Development

The Impact of Federal Policy and Resulting Legislation on Family Systems . . . 160B

Division of Personnel Preparation

Preparation of Physical Therapists for Public School and Early Intervention Programs . . . 235A
Preparing Doctoral Level Leadership Personnel in Communications for Infants, Toddlers and Preschoolers . . . 221A

OREGON

Division of Educational Services--EEPCD Projects

An Active Learning Approach to the Acquisition of Functional Problem-Solving Skills
    for Young Children with Multiple Disabilities . . . 99B
A Community Organization and Video Technical Assistance Model for Establishing Quality
    Supplemental Day Care for Handicapped Children . . . 100A
EPS Linked System of Assessment, Intervention and Evaluation for Early Intervention Programs . . . 141B

Inservice Training for Intra-Team Collaboration and Effective Interaction with Parents by Early Intervention Professionals, Paraprofessionals, and Related Services Personnel (Project PPI) . . . 120B
Medically Fragile Inservice for Related Services Teams (M-FIRST) [see also Washington state] . . . 121A
Nondirected Model Demonstration Program: Activity-Based Intervention . . . 100B
Project TEAM: The Related Service Team in Community Settings . . . 121B
Teaching Research Integrated Preschool (TRIP) Model . . . 142A

Division of Innovation and Development

Preschool Children at Risk for the Development of Behavior Disorders . . . 176B

Division of Personnel Preparation

Early Childhood Doctoral Training School Psychology Program . . . 221B
Integrating Early Intervention Services into Community Programs: Training Staff to Monitor Child Progress . . . 291A
Interdisciplinary Early Intervention Training . . . 202B
Leadership Training in Early Intervention . . . 222A
Preparing Early Intervention Personnel to Work in Rural Areas . . . 240B
Training and Support Model for Community Based Preschool/Child Care Programs . . . 291B
Training of Psychologists to Serve Infants and Young Children . . . 235B
Training of Speech-Language Interventionists for Infants, Toddlers, and Preschoolers . . . 269B

PENNSYLVANIA

Division of Educational Services--EEPCD Projects

Collaborative Consultation: Inservice Training for Related Services Personnel in Early Intervention . . . 122A
Comparative Effectiveness of Two Intervention Approaches for Enhancing Motor Functioning of Infants with or at Risk for Significantly Delayed Development . . . 151A
LEAP Outreach . . . 142B
Parents and Infants Responding (PAIR) . . . 101A
Project STEEM: Systematic Training for Early Elementary Mainstreaming . . . 122B
Project TLC: Technology-Learning-Collaboration National Outreach Project . . . 143A
Research Institute on Preschool Mainstreaming . . . 154A

Division of Innovation and Development

An Analysis of Social Studies Curriculum and Instruction for Mainstreamed and Mainstreamed Education Students . . . 168A
Constant Time Delay: Effects of Varying Levels of Procedural Fidelity . . . 171B
The Effects of Videotaped Self-Modeling on Requesting in Preschoolers with Developmental Disabilities . . . 177A
Programming Integration of Preschoolers (Project PIP): Developing Peer Relationships between Children with and without Developmental Disabilities . . . 161A
Project LEARN (Learning Efficiently: Acquisition of Related Non-Target Behaviors) . . . 161B
Teaching Spontaneous Language to Preschoolers with Severe Handicaps . . . 162A
The Use of Template Matching as a Viable Strategy for Assessment and Intervention for Handicapped Preschool Students . . . 177B

Division of Personnel Preparation

Doctoral Program in Pediatric Physical Therapy . . . 222B
An Early Intervention Emphasis Program for Speech-Language Pathologists . . . 203A
Early Intervention Paraprofessional Training Prorgram . . . 203B
Early Intervention Personnel Preparation for Services to Infants and Toddlers with Handicaps . . . 204A

Empirical Early Interventionist Program 270A
Interdisciplinary Preparation of Infant Specialists 204B
Master's Degree Training in Early Childhood Special Education 270B
Preparation of Occupational Therapists to Provide Related Services within Special Education Settings to Infants and Toddlers with Handicaps and Their Families 236A
Preparation of Pediatric Physical Therapists to Serve Infants and Toddlers with Handicaps and Their Families 205A
Preparation of School-Based Pediatric Physical Therapists 236B

PUERTO RICO

Division of Personnel Preparation

Preservice Training in Early Childhood Special Education 286A

RHODE ISLAND

Division of Educational Services--EEPCD Projects

Project INMESH: Information Management of the Education System for the Handicapped 106B

Division of Personnel Preparation

Preparation of Personnel to Provide Long-Term Special Education-Related Services to Infants and Preschool Children with Disabilities 237A
Preservice Preparation of Speech Pathologists with a Specialization in Management of Infant, Preschool, and Severely Handicapped Populations 271A

SOUTH CAROLINA

Division of Innovation and Development

Investigation of Family-Focused Early Intervention Services 162B
Investigations of Early Motor Intervention Procedures 163A

Division of Personnel Preparation

Plan to Achieve Accreditation of a Training Program in Speech Pathology and Audiology 227B
Preparation of Early Intervention Diagnostic Personnel 271B
Preparation of Masters Level Speech-Language Pathologists and Audiologists to Work with Handicapped Preschoolers 272A
Preparation of Special Education and Related Services Personnel to Work with Young Handicapped Children in Rural Areas 292A

SOUTH DAKOTA

Division of Educational Services--EEPCD Projects

Early Childhood Research Institute on Substance Abuse [see also Kansas and Minnesota] 152A

Division of Personnel Preparation

Preparation of Personnel to Work in Rural Areas 241A

TENNESSEE

Division of Educational Services--EEPCD Projects

Cognitive Education for Young Handicapped Children: National Outreach through Regional Centers 143B
Magnolia Circle Outreach 144A
Project BLEND (Beginning Learning Experiences in Developmental Integrated Groups and Home) 101B

Division of Innovation and Development

Enhanced Prelinguistic Development: A Pilot Study 172A
The Generalized Effects of Early Language Intervention 163B

Division of Personnel Preparation

Communicative Disorders in Children: Early Identification, Assessment, and Intervention 272B
Leadership Training in Early Childhood Special Education 223A
Preparation of Early Childhood Special Educators (Murfreesboro) 273A
Preparation of Early Childhood Special Educators (Nashville) 273B
Preparation of Leadership Personnel: Audiology, Hearing Impairment and the High-Risk Infant 223B
Preparation of Minority Personnel to Provide Speech, Language, Hearing Services
to Infants, Toddlers, Children and Youth 228A
STEP: Special Training for Early Programming 274A

TEXAS

Division of Innovation and Development

The Effects of High-Probability Requests on the Acquisition and Generalization of Social Interactions
of Young Children with Severe Handicaps 178A

Division of Personnel Preparation

Birth-to-Two Master's Field Outreach Program 205B
Early Childhood Special Education Personnel Training Program 274B
Early Intervention Personnel Preparation in Communications 206A
Preservice Preparation of Personnel to Work with Communicatively Impaired Preschool and School Age Children 275A
Training of Personnel to Serve Infants and Young Children with Visual and Other Handicaps in Rural Areas 241B
Training Orientation and Mobility Specialists in Early Childhood 275B
Training Specialists to Work with Handicapped Infants and Toddlers and Their Families 206B

UTAH

Division of Educational Services--EEPCD Projects

Early Childhood Research Institute 154B
Integrated Outreach Project 144B

Multi-Agency Project for Preschoolers (MAPPS) Outreach 145A
Project AHEAD (At HomE and At Daycare) 102A
Project INSITE Outreach 145B
SKI*HI Outreach 146A
Visually Impaired Inservice in America (VIISA) 123A
Wasatch Project: Transdisciplinary, Consultant-Based Training Program for Migrant and/or Rural Head Start Personnel 123B

Division of Innovation and Development

Research on the Effect of Home Intervention for Families of Handicapped Children 164A

Division of Personnel Preparation

Development of a Videodisc-based Program to Teach Naturalistic Intervention Strategies to Early Childhood Special Educators and Related Service Personnel 292B
Ph.D. Emphasis in Special Education 224A
Preparation of Certified Early Childhood Educators 276A
Statewide Inservice for Early Intervention Personnel to Implement Public Law 99-457 . . . . . 293A
Utah Early Intervention Personnel Preparation Project (UEIPP) 207A

VERMONT

Division of Educational Services--EEPCD Projects

Statewide Replication of a Model for Early Childhood Special Education Program Development in Rural Settings 146B

Division of Personnel Preparation

Child Care and Special Education: An Approach to Training Related Services Personnel in Early Childhood Programs 237B
Essential Early Education Graduate-Level Training Program 276B
Family-Centered Early Intervention Personnel Preparation Model 293B

VIRGINIA

Division of Educational Services--EEPCD Projects

Caring for Infants and Toddlers with Disabilities: New Roles for Physicians 124A
Family Child Care Integration Project 124B
Project SpecialCare 102B
Project Trans/Team Outreach 147A

Division of Personnel Preparation

Early/Special Teacher Education Preparation Program 277A
Interdisciplinary Field-Based Graduate Training Program in Infant/Family Services 238A
Interdisciplinary Training in Early Childhood Special Education: An Individualized Approach to Coursework and Field-Based Experiences 207B
Multidisciplinary Preparation of Pre-Service Master's Personnel in Intervention with Infants and Families 208A
Training Project for Early Intervention Parent/Professional Teams 294A
U.S. Preparation of Speech Pathology and Audiology Personnel in Developmental Communication 286B

WASHINGTON

Division of Educational Services--EEPCD Projects

The Communication Model Demonstration 103A
ECLIPSE (Effective Child Language Intervention in PreSchool Environments) [see also Kansas] 149A
Information Management of Services for Infants and Toddlers in Washington State 107A
Language Instruction Component Evaluation 151B
Medically Fragile Inservice for Related Services Teams (M-FIRST) (see also Oregon) 121A
NICU Transition Project 147B

Division of Innovation and Development

Improving K-8 Language Arts Curricula to Benefit Handicapped Students 168B
A Longitudinal Follow-Up of Graduates from Two Preschool Instructional Models 164B

Division of Personnel Preparation

Early Childhood Special Education Personnel Training Program 277B
Interdisciplinary Family Systems Approach 238B
An Interdisciplinary Family Systems Training Program for Service Providers to Deaf Infants/Toddlers and Their Families . . . 225B
Preparation of Infant/Toddler/Family Intervention Specialists 208B
Preparing Personnel to Serve Infants, Toddlers, and Preschoolers: Occupational Therapy Training in Early Childhood 209A

WEST VIRGINIA

Division of Personnel Preparation

Preparation of Personnel in Speech-Language Pathology to Work with Infants,
Toddlers, Preschoolers, and School-Age Children 242A

WISCONSIN

Division of Educational Services--EEPCD Projects

Portage Multi-State Outreach Project 148A
Wisconsin Family-Centered Inservice Project (WFCIP) 125A

Division of Innovation and Development

Parent Consultation and Competency-Based Training: Modifying Noncompliance in Preschool Children 178B

Division of Personnel Preparation

Respecting the Full Range of Diversity across Early Childhood Settings 278A
Training Teachers of Infants, Toddlers, and Preschoolers at High Risk or Disabled
in a Family-Centered Interdisciplinary Model for Employment in Rural Areas 209B

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